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ABSTRACT

While providing information about children's programs primarily for Delaware County Public Libraries, this guide offers general planning tips and specific program ideas and resources useful to any county/public library considering developing its children's services. Special attention is given to program ideas and public relations. The former include suggested crafts, sports activities, games, creative dramatics, and continuing programs; the latter considers organizations, where to begin, what to say, how not to say it, working with reporters, getting pictures in the news, radio and TV, flyers, getting into your schools, and publicity outlets. Also covered are such topics as community profiles, locating resource people, and special collections, e.g., circulating toys and puppets for loan. The guide presents a directory of resource people (1977-8) in the Delaware County area, minute-by-minute programming checklist, and mall project planning tips, as well as a lengthy bibliography of professional books on children's services and subjects. (JD)

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PROGRAMMING

HANDBOOK

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Francis X. Mullen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

funded by a grant from Title 1

Library Services and Construction Act

Children's Services Division

Delaware County Libraries Association

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June 1978

Early in 1976 the idea for a cooperative project based on highly visible children's programs was developed by members of the Children's Services Division of the Delaware County Library Association. With assistance from the District Center Office of the Free Library of Philadelphia and Pennsylvania State Library liaisons, CSD formulated a proposal for LSCA monies to demonstrate and facilitate the development of a county library system. The interest and commitment of librarians and trustees to this project was symbolic of the growth of cooperation among twenty five diverse communities in Delaware County.

While over 160 programs were reaching more than 10,000 children and parents, concerned CSD members and project coordinators labored steadily to collect additional resources and information for this handbook in order to provide impetus for continuation of our one year efforts. It is fondly dedicated to the 300 volunteers, staff members, librarians and trustees who supported the program and public relations work.

We would like to express our appreciation to the Project Advisory Committee who kept the LSCA staff and objectives on target. They were instrumental in decision-making and problem-solving throughout the year:

Francis X. Mullen, Administrator of Marple Public Library and LSCA grant
Marilyn Moody, District Center Coordinator
Eva Whartnaby, Children's Librarian at Marple Public Library
Dorothy Carlson, CSD President and Children's Librarian at Memorial Library of Radnor Township
Mary Jane Hamsher, Children's Librarian at Haverford Township Free Library

Thanks also go to the handbook committee who poured over the literature for ideas and techniques to improve the quality of children's programs:

Sally Dow, Helen Kate Furness Free Library
Janis Moran, Swarthmore Public Library
Eva Whartnaby, Marple Public Library
Carol Nicewinter, Glenolden Library

Finally, a special thank you is extended to the LSCA administrative assistant, Meg Swant, who patiently typed, proofread, and met our deadline for handbook publication.

Sincerely,

Diana Hazzard
Project Coordinator

Janet Klaessig
Assistant Coordinator

Ho Baron
PR Coordinator

1/Why Program?

So there you are. The program is scheduled to begin in five minutes. Thirty wriggling little children are waiting, not so patiently, and your resource person hasn't arrived yet. Inappropriate moments such as these are the times you ask yourself, "Why are we doing this?" It's a good question and one that should be asked in both short and long-term planning. What are the benefits to your library and to the community? Consider the following approaches when you are establishing programming goals.

Attract non-users.

Humanize the library.

Provide a special event for regular users.

Increase circulation.

Improve the library image in the community (or create an image).

Offer various types of cultural enrichment to the community.

Advertise new or continuing services.

Draw attention to need for more space, books, or other materials.

Help children understand the library and take pride in its use and care.

Stimulate interest in literature and encourage reading.

Broaden interests of children through exposure to new ideas.

Attract a specific audience which may or may not already use the library.

Encourage participatory rather than passive activities.

2/Community Profile

Effective programming for children starts with a basic understanding of your local community, so that library programs can be aimed at existing audiences whose needs and interests have been assessed. As so much is being offered to children, by different sources, knowledge of various local agencies and their services will prevent duplicate programs and strengthen library impact.

Briefly, your community survey should include the following areas as a starting point.

I. HISTORY

Contact local historical society.

II. POPULATION

Contact local boro or township authorities for current statistics. Include size, age groups, ethnic groups, economic levels, and educational levels.

III. COMMUNITY CHARACTERISTICS

Include:

1. business and industry
2. institutions (schools, day care and youth centers)
3. political leaders
4. recreational and cultural facilities
5. bookstores and other information outlets
6. religious organizations
7. health services
8. day care centers

If these organizations have newsletters, ask to be added to their mailing lists.

Visit your local town and school district offices to discover what services they offer and what they might share with the library.

Look in the Yellow Pages under listings such as:

1. associations
2. athletic organizations
3. churches
4. merchants organizations
5. art leagues
6. social service organizations
7. youth groups
8. Welcome Wagon

Always read the local newspaper for mention of new stores, organizations, speakers' bureaus, and agencies.

NOTE: When talking with the representatives from these organizations, ask if they have done similar community surveys. Pooling resources makes your job easier and your survey more complete.

IV. CHECKLIST OF OUTLETS FOR LIBRARY RELATED NEWS

1. Newspapers, including addresses, phone numbers, contact persons, deadlines.

2. Distribution points for posters, flyers, and brochures.

3. Radio station addresses for Public Service Announcements.

4. TV station addresses and telephone numbers for special event notification.

Once this body of information has been initially gathered, it will be an immense aid to the programmer, public relations person, and to those answering reference questions. As a centralized file for local resources made available to the public, the community survey will also serve as a publicity vehicle for the library. Remember to update as needed. For a more complete description of the organization of your community profile, see ALA's Look, Listen, Explain, a very useful and well-planned guide to getting to know your community.

USEFUL READING

Look, Listen, Explain: Developing Community Library Services for Young Adults. American Library Association, 1975.

"Gambit: Selected Strategies for Young Adult Programs." Maryland Library Association, 1973.

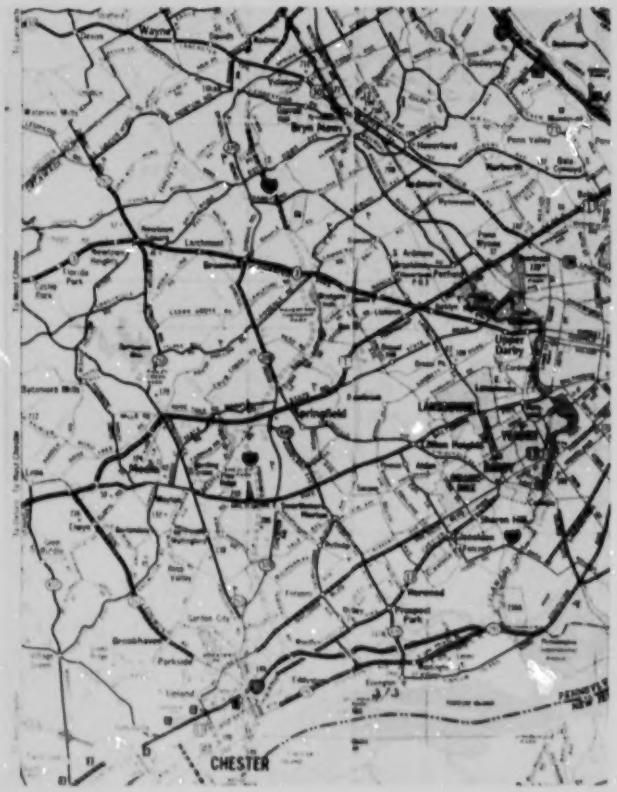
LOCAL RESOURCE INFORMATION

Community Service Directory, Delaware County Area Health and Welfare Council, Inc.
103 N. Jackson Street
Media, Pa. 19063

Greater Philadelphia Publicity Guide, $20 from
Fund Raising Institute
Box 365
Ambler, Pa. 19002

Delaware County Today, annually available through local bookstores.

Delaware County Parks and Recreation Board - calendar
Rosetree Park
Providence Road
Upper Providence, Pa. 19063
215-891-2391



3/Locating Resource People

It will take some legwork on your part to uncover the potential resource people and organizations in your area but your knowledge of them will aid you not only in programming but in public relations and reference service. To help you discover what is happening in your own neighborhood, consider the following:

I. PATRONS

Talk with your patrons who consistently check out books on topics that might lend themselves to a program, subjects such as crafts, music, dance, puppetry, animal care, sports, foreign cultures or travel. That patron who complains because the in-depth titles he or she wants must be borrowed from another library may be a perfect candidate. You'll also make another friend for your library. Consider your prospective resource person's ability to present the subject well and to hold the children's attention. Children are most critical audiences because they don't try to hide their boredom when a program is weak. They do respond to a person who is genuinely enthusiastic about his topic and enjoys talking about it. ASK YOUR PATRONS WITH SKILLS IF THEY KNOW ANY OTHERS WITH TALENTS TO SHARE. One thing often leads to another.

II. NEWSPAPERS

Newspapers are most valuable resources. Check them thoroughly for people who are doing interesting work. Features often highlight people whose interests may be appropriate for children's programs or displays. Again, ask these people if they know of others who would be interested in bringing their talents to the library. Read the ads. New store owners are often willing to come into the library for programs for the free publicity it brings to their ventures. Possibilities include craft and hobby shops, sports centers, pet stores, and collectors' stores that handle stamps, coins, butterflies, rocks, comic books and baseball cards. By checking the newspapers frequently you'll find out what is current. This will help you not only in programming but in book selection and display.

III. OTHER LIBRARIANS

Don't forget to TALK AND COMPARE NOTES with other librarians at CSD and DCLA meetings. Word of mouth is an effective way of finding out about resources. Get an honest opinion of the program from the sponsoring librarian. Plan to preview another library's program

before you do yours. You spot potential problems this way. Sharing of ideas is valuable, although keep in mind that what may be a blazing success in one library may not work at all in another, depending on the communities involved. Effective programming is not just the result of thoughtful planning of this one event, but of a thorough knowledge of the interests and needs of your community.

IV. COMMUNITY PROFILE

Use your community profile as a guide to people or service organizations in your area. Use the listings given in Chapter 2 to find programs, such as:

1. local historical societies for programs and exhibits
2. colleges' art, drama, physical education depts. for students or teachers to lead workshops
3. local authors, artists, actors, located through drama guilds, writers' clubs and art associations.
4. your local newspaper person in charge of arts and leisure or children's news
5. elementary schools for their resource lists
6. youth oriented organizations such as the Scouts, Camp Fire Girls, Red Cross, PTA's, YMCA's, schools, town recreation depts.
7. police, fire depts., churches and synagogues

Of course these organizations can all be used as outlets for library news once your programs are planned.

V. SCHOOLS

Check your local schools to locate talented children (musicians, dancers, gymnists, and magicians). Call the Vo-Tech schools for a listing of the Saturday workshops which are sometimes offered. Leaders may also volunteer to be resource people for your programs.

VI. LIBRARY

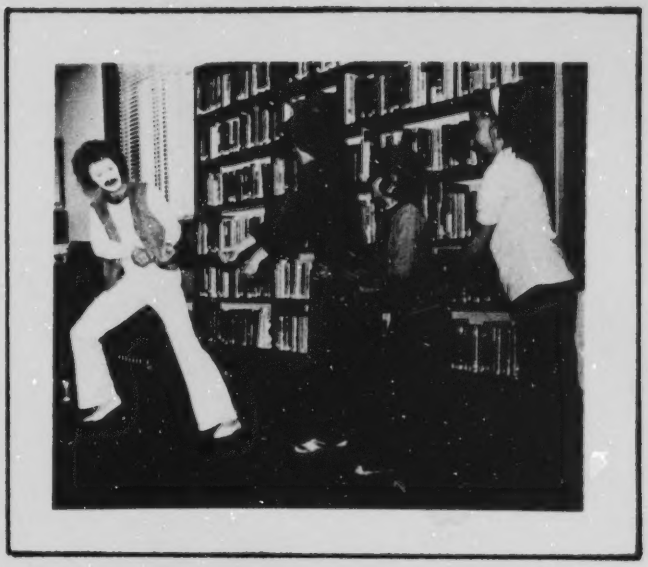
Publicize your search for program resources. Have cards at the check-out desk, asking "Do you have a skill, talent, or avocation that you would like to bring to the library to share?"

VII. ARTS AND CRAFTS FAIRS

Attend local arts and crafts fairs. Introduce yourself to the artisans and inquire about programs and display possibilities.

4/Resource People

1977-1978



AUTHORS AND ILLUSTRATORS

Jane Flory, 1814 Beech Ave., Melrose Park, Pa. 19126. 635-0145. Author of We'll Have a Friend for Lunch. Short speech with question and answer period. Discusses galley sheets, illustrations, publishing. $50 or honorarium. 2 weeks notice.

Deborah Ray, 223 E. Gowen Ave., Philadelphia, Pa. 19119. 242-9439 or 438-7129. Discussion of illustrating. Retold and illustrated Gogol's The Fair at Sorochintsi. $50 + travel expenses. 1 month.

Harriet May Savitz, 205 Kings Rd., Plymouth Meeting, Pa. 19462. 828-8098. Author of On the Move and The Lion-Hearted. Discussion of wheelchair sports, photographs, subjects of her books. Fee open. 1 month notice.

BABYSITTING

American Red Cross, check phone book for local chapter. Staff will run babysitting training workshops. No charge. For older children. 1 - 2 weeks notice.

BALLOONING

Balloon Club of America. Contact Tony Fairbanks, 543-6642. Slide show of the inflation of balloon that was used in "Around the World in 80 Days." $25. Has done show in elementary schools; has slide projector, needs electrical outlet. 2 weeks notice.

CLOWNS

Lulu Klownz. Contact Bernard Bergman, "King of the Klownz," 2112 Princeton Ave., Philadelphia, Pa. 19149. 338-5876 between 6 & 7 pm. Several clowns twist balloons into animals. Up to 2 hours. $25 donation to Shriner's Hospital. 1 - 2 months notice; plans must be discussed at monthly meeting.

CRAFTS

Barbara's Arts and Crafts, Manoa Shopping Center, West Chester Pike & Eagle Road, Havertown, Pa. 19083. 449-3355. Contact Barbara Baxter. General craft demonstration and workshop. No demo charge, fee only for materials used. 2 - 4 weeks notice.

Arlene Renee Finston, 8 Mimosa Circle, Lafayette Hill, Pa. 828-8082. Offers several different workshops, including potte and ceramics, puppetry, creative play. 1 hour programs. Also offers adult workshops on childhood education. Teaches at Main Line Center of the Arts. $75/program but flexible. Workshops require large tables and easily cleaned floors for manipulative arts. 1 - 2 months notice.

Phyllis Gordon, 1200 Papermill Rd., Philadelphia, Pa. 19118. 233-0386. General crafts including paper masks, clay, copper, enameling. Has worked at Head House. Uses simple materials to create original crafts. $25. 2 - 4 weeks notice.

Regina Hunter, 833 Wilde Ave., Drexel Hill, Pa. 19026. 853-2766. She teaches a wide variety of crafts including batik, decoupage, candle-making and leatherwork at Crafts a la Carte in Lansdowne. Most crafts are kit-oriented. Will refer to other crafts people if she's not available. $10 + materials, approximately $1/child. 2 - 4 weeks notice. Not available Saturdays.

Joan Polka, 500 W. Rosedale Ave., West Chester, Pa. 19380. 1-436-4729. Stained glass demonstration; children may handle materials. Appeared in Chester County libraries. Needs table and electrical outlet. Available summers. No charge. 2 weeks.

DANCE

Lori Ardis, 50 N. Feathering Rd., Media, Pa. 19063. 566-8152. Yoga - 6 year olds and up. Ballet; lecture and demonstration by young members of Mrs. Ardis's troupe - 8 year olds and up. Yoga demonstration suitable for a pre-schooler/parent program. $25 - $50. 3 weeks notice.

Ballet des Jeunes, 7596 Haverford Ave., Philadelphia, Pa. 473-2253. Contact Ursula Melitta. They have appeared at the Free Library. Various programs include lectures, demonstrations, films. Fee dependent on program and library funds available; approximately $75 but flexible. 2 - 3 months notice.

Mrs. Hanny Budnick, 434 E. Woodlawn Ave., Philadelphia, Pa. 844-2474. International folk dancing for all ages. $40/weekday, $50/weeknight, $65/weekend evenings. 3 weeks notice.

Delaware County School of Highland Dancing. Contact Mrs. Winifred MacFarlane, 16 Oriole Ave., Media, Pa. 19063. 565-1949 after 4 pm. Children perform horndance, sword dance, and other traditional Scottish highland dances. They bring records, can bring record player if library doesn't own one. Saturdays inconvenient during school year. Honorarium. With live piper accompaniment - $75. 1 month notice.

Folk Dance Center of Philadelphia. 425-3450. Contact Martin Silverman. International folk dancing. Costumes for some countries. Demonstration and audience participation. For older children - 5th grade and up. $40 - $60/flexible. 1 month.

McDade Irish Dancers. Contact Maureen McGrory, 36 Sycamore Rd., Havertown, Pa. 19083. 449-8716. Irish jigs, reels and hornpipes danced by children in authentic costume, with audience participation. Have performed at Free Library. Needs bare floor - no carpeting. Programs with live fiddler are more exciting than those with only taped music. Honorarium. 2 weeks notice.

Mosaic Dance Company, Contact Faye Berrong, 534-7565. Modern dance with lecture presentation about choreography, costumes, etc. Four young dancers demonstrate various forms from storytelling through abstract expression. Taped music. For grades 5 and up. $100/1 hour show. 2 - 4 weeks notice.

Pennsylvania Academy of Ballet, 131 N. Narberth Ave., Narberth, Pa. 19072. 664-3455. Contact Mr. White. Demonstration with question and answer period, approximately 45 min. Needs uncarpeted area, 50' x 30'. 1 month notice.

St. Demetrius Folk Dance Group, 229 Powell Ln., Upper Darby, Pa. 19032. Contact Mrs. Davidis, 449-7519. Greek folk dancing by children. Honorarium. Needs amplification for sound. 3 weeks notice, church makes final decision.

Alice Swann. 672-7181. Square and folk dance workshops for grades 4 and up. Brings taped music but calls out the instructions herself. Very knowledgeable. Possible family program. $50/session. 1 month notice.

Tri-State Ballet Co., 5 Garrett Rd., Upper Darby, Pa. 19082. 352-9747 or 463-3831. Contact Florence Geise. Two shows available, "Peter and the Wolf" and "Tubby the Tuba," include music, dance and visual storytelling. Group has been funded by Pa. Council of the Arts. Performed at Free Library. $200 flexible fee.

DIVING

Mr. and Mrs. John Dudas, 101 Bartram Ln., West Chester, Pa. 19380. 436-0176. Lecture on the use of diving equipment, including wet suits. Safety discussion. Children may try on equipment. Appeared for Chester County libraries. No charge. Very busy, 1 - 2 months notice.

DRAMATICS

Germantown Theater Guild, 4821 Germantown Ave., Philadelphia, Pa. Contact Marcella Mulligan, 848-3797. Several shows, including puppetry, plays, mime with audience participation. Can perform Wednesdays, Fridays, and late Sat. afternoons. $175 - $250 but negotiable; sometimes matching funds are available. Book far in advance to get possible reduced fees.

Happy Times Children's Theatre. Contact Caryl Green or Karleen Sabol, 125 Cleveland Ave., Hasbrouck Heights, N.J. 07604. 201-288-6648. Productions include Bambi, Nutcracker, Cinderella and others. Needs electrical outlet. $110 - $275.

Hedgerow Theatre Company, Rose Valley Rd., Moylan, Pa. 19065. Contact John Fanning, 566-9892. Children's productions include Aladdin, Beauty and the Beast. 45 min. - 1 hr. Have performed at Ridley Township and Haverford Libraries. Available Monday - Thursday; Saturday shows necessitate planning 2 - 3 months in advance. $125/program.

Learning Theatre, 88 Broadway, Paterson, N.J. 07505. 201-345-3220. Irene Sterling or Bob Korbett. Participatory children's theatre with creative dramatics. Have performed throughout South Jersey schools. $150/45 min. show + travel. 1 month notice.

PM Productions, P. O. Box 229, Lansdowne, Pa. 19050. 284-1319. Contact Cathy Pregmon. Three one-person shows available: 1) Cueball the Magic Clown for all ages, very polished & professional. $50; 2) David Francis Barker - mime. Two versions - one geared for gr. K-3, the other geared for gr. 4-6. $50; 3) Colonial woman tells musical history of Early America with zither, gr. 4 & up. $50. Children's Repertory Theatre productions include 1) Aladdin, for younger children - $150 and a more serious play 2) Step on a Crack - $175 for older children. Creative dramatics workshops: 1) A Day at the Circus and 2) Visitors from Outer Space. Both include simple face painting and costumes. With current interest in science fiction, "Visitors" generates interest. $75/1 hr. Mime workshop: $75/1 hr. Introduction to pantomime, with games, costume and make-up. 2 weeks notice.

FILM PROGRAMS

McDonalds, 4206 Edgemont Ave., Brookhaven, Pa. 19015. Contact Nancy Simons, 876-1725. 16mm film on bicycle safety available now, more films will be added later. McDonalds will provide drink dispenser free; library pays for beverage. No charge for film. Some libraries have already used this source. Library provides projector and screen. 3 weeks notice.

Philadelphia Flyers (hockey), The Spectrum, Pattison Place, Philadelphia, Pa. 19148. Contact Linda Schroeder, 465-4500. Films of 1975 and 1976 Stanley Cup highlights (16mm). Films must be picked up at the Audio Visual Center, 1915 Market St., Phila. They will not mail films. Library provides projector and screen. 1 month notice.

76'ers (basketball), contact Joan Cadlec, 667-9700. Basketball films (16mm). Library provides projector and screen. $25 refundable deposit. 2 weeks notice.

GHOSTS

Mrs. Betsy Hoffman, 805 Beechwood Rd., Havertown, Pa. 19083. 642-4922 evenings. Storyteller who centers program about the ghost who lives in her house. Has slide show of house and area. Her book, Here a Ghost, There a Ghost, is scheduled for publication Spring 1978. Also author of This House is Haunted. Teaches Children's Services at Villanova. Needs slide projector if slide show is used. $25 - $30/hour. Very busy, 2 - 3 months.

GRAPHIC ARTS

Prints in Progress, 1614 Latimer St., Philadelphia, Pa. 19103. Contact Pam Carunchio, 735-2296. Two staff artists demonstrate various techniques, silk screen, etching, etc. 1-3 hour program. 30 viewers maximum. Library provides sturdy table, old newspaper, uncarpeted area with ventilation. $150. 1 month notice.

HEALTH

American Heart Association, 318 S. 19th St., Philadelphia, Pa. 753-3865. Contact Irv Geffen. Several programs available; films, guest speakers, demonstration on how to take your blood pressure, and discussion of healthy diet aimed at parents of pre-schoolers. No charge. AHA can provide film projector if library does not own one. 2 months notice.

Delaware County Podiatry Society. Contact Dr. Cohen, 544-3399. Discusses feet, care, athletic injuries. We have some posters and materials on file. You might want to incorporate this resource with a sports program or a parent program during storyhour. No charge. 2 weeks notice.

JUGGLERS/UNICYCLISTS

Precision Propulsion Troupe. Contact Steve MacFarland, 4 E. Mercer Ave., Havertown, Pa. 19083. 877-2680. Three member troupe juggles balls and clubs, rides unicycles, performs in whiteface. 30 - 45 min. show. For an outside event, a crowd getter. $75 but extremely flexible.

MAGICIAN

Joel Alan, 9353 Clark St., Philadelphia, Pa. 19115. 677-2223. Standard magic act with white birds, comedy, balloons. Student, not available during school hours. Encourages audience participation. $25/ 30 min. show. Prefers groups of about 30 children. 1 week notice.

Robert Artese, 818 Sheffield Dr., Springfield, Pa. 19064. 544-1912. Magic show but also willing to teach children how to do their own tricks. Would be interested in running a summer magic show. Very enthusiastic. Low key, establishes a good rapport with children. Excites the crowd with a "sword through throat" trick and "child levitation." $20/1½ hr. show. 3 weeks notice.

Marc de Souza, 1480 Winsor Park Ln., Havertown, Pa. 19083. 446-0175. Magic show with audience participation. $40 - $50/30 - 40 min. show. 3 weeks notice.

Jay Elliot, 2127 Princeton Ave., Philadelphia, Pa. 19149. 338-2136. Magic show for all ages with live rabbits and doves. Background rock music. Has appeared on the WFIL Christmas show. Appealing performer. $35/40 min. show + travel. 1 month notice.

Barry Haines, 2792 Highland Ave., Broomall, Pa. 19008. 356-4190. Magic act, also makes animals out of balloons and draws faces on them. Performed at Rosetree Park for "Something's Up" kickoff and at Granite Run Mall. Big attraction. Fee flexible. 2 - 4 weeks notice.

Bob Kirsh aka Sniffles the Clown, 9846 Clark St., Philadelphia, Pa. 698-1288. Magician, clown and balloon artist (twists balloons into animal shapes). Prefers small groups (20). Sounds very personable. $20 - $35. 2 - 4 weeks notice.

Lee A. Morningstar, 365 Covered Bridge Rd., King of Prussia, Pa. 19406. 265-5548. Magic show, caters to age of audience and encourages them to participate. Brings 8-year-old daughter to assist. Encourages staff member to help with specific tricks which need three people. No prior knowledge required. Enthusiastic about working in libraries; has performed in Montgomery County. Semi-professional. $50/1 hr. show. 2 weeks.

Mike and Joey. Dr. Michael Adelman, 3601 Conshohocken Ave., Apt. 142, Philadelphia, Pa. 19131. 649-9072 work, 879-9245 after 6 pm. Magic, balloons, ventriloquism. Can give lectures about magic. Did ventriloquism show at Delco Community College. $50/30 min. show but will make reduction if necessary.

Kenneth Pfaff (586-7718) 112 S. Wells Ave., Glenolden, Pa. 19036 and Darren K. Stocker (532-1433) 1073 Taylor Dr., Folcroft, Pa. 19032. Two-man magic show. $30 - $35/45 min. show. For children and adults. Need 15 ft. space. 2 - 4 weeks notice.

Jerry Salem, 918 Rock Lane, Elkins Park, Pa. 887-6045 or 884-3606. 15 year old magician, includes live animals in his act. Performed at Radnor Library. $35 - $50/show.

Billy Vloric, 128 Beech Tree Dr., Broomall, Pa. 19008. 353-0694. 13 year old magician and puppeteer with six years experience. Can do all puppet or magic show or combination of the two. $15/show. Good rapport with pre-schoolers. Performed at Marple Library.

MARTIAL ARTS

Joe Dixon, 1509 Jefferson Ave., Woodlyn, Pa. 19094. 833-2795 after 3 pm. Demonstrates Kung-fu and Karate (Black Belt) with

MARTIAL ARTS (cont)

one or two other experts. Discusses self defense (with demonstration of board breaking) history and spiritual aspects of martial arts. Honorarium + materials and travel. Needs fairly large area. 1 month notice.

MIME

Mime over Matter. Danny Baker and David Comey. Contact David Comey, 674 Vernon Rd., Springfield, Pa. 19064. 544-3343. Have performed in Philadelphia schools. $75/40 min. show. Very busy, book several months in advance.

Kevin O'Connor, 410 South St., Philadelphia, Pa. 19147. 925-7084. Mime, music, storytelling with audience participation. Needs PA system for a very large area. Very successful with older group - grades 4 & up. Former member of The Quiet Riot. $50. 2 - 3 months notice.

Rainbow Productions (formerly Pied Piper Players). Contact Terry Smith 891-2391 work, 459-2745 home. Program consists of short skits, suitable to younger children, age 6 up. Narrator talks with audience about the more complicated skits. $25 - $45 but flexible. 3 - 5 performers. Performed at Granite Run Mall. 2 weeks notice.

MUSEUM WORKSHOP

Children's Museum of Philadelphia, 137 W. Mt. Pleasant Ave., Philadelphia, Pa. 19119. 248-2776 or 247-7235. Traveling workshops and exhibits. Contact Alice Mandel. Offers over 10 workshops, including Colonial Crafts, Modern Dance and Theatre. Also available are exhibits "It's About Your Size," "It's About Time," and "Shapes." Workshops range from $45 to $80, displays $60 to $130 + moving costs. We have their brochure with complete information.

MUSIC

Carousel Mechanical Music Museum, 5 Kedron Ave., Morton, Pa. 19070. 544-1717. History and demonstration of different types of band organs, nickelodeons, automatic 10-piece band. $20 - $25. Library provides long table. 1 week notice.

Dorothy O'Donnell, 59 War Trophy Lane, Media, Pa. 19063. 565-1220. Sings and brings guitar, autoharp, dulcimer, lute. Can wear colonial costume. Has done "Historic Delaware County" program in area schools. Gr. K-2/½ hr. show; gr. 3-6/45 min. - 1 hr. show. $25/flexible. 1 month notice.

Philadelphia Folk Song Society, 7113 Enlen St., Philadelphia, Pa. 19119. 247-1300. Contact Community Services Chairman. Organization includes over 1000 folk singers, ranging from professional to amateur. To book, write to them on library letterhead, specify you want singer for children's program and what type, such as folk, blue grass, sea chanties, or general. They can also present instrument workshops, bring in various instruments and explain differences. For organizations without program funds, the Society will pay performer, otherwise honorarium of about $20 is expected. 1 - 2 months notice.

Virginia Schawacker, 502 Pomona Hill Dr., West Chester, Pa. 19380. 1-696-3018. Brings ukelele, violin, 6 & 12 string guitars. Explains differences and similarities, sings, does finger plays. Performed in Chester County libraries and in many Delco library storyhours. Also leads sing-a-longs for older children, with a wide variety of unusual and familiar songs. $50 + travel. Available late afternoons and Saturdays. 1 month notice.

Dotti Siftar, 1137 Belfield Ave., Drexel Hill, Pa. 19026. 789-7289. Folk singer, can arrange programs around themes: "Stories from Around the World," "Worksongs," and others. Brings banjo, dulcimer, hand-made clog dolls. Encourages audience participation. Also can lead folk games and movement games. Personable performer. Up to 2 hr. show/$50. Very busy. 2 months.

Strings for Schools, 1200 Pine Wood Rd., Villanova, Pa. 19085. 688-3081 or 525-7309. Contact Joan Wetherill. Several programs including folk music, American music, classical, country and popular. $100/program. 1 - 2 months notice.

NATURAL SCIENCES - ANIMALS

Academy of Natural Sciences, 19th & Benjamin Franklin Pkwy., Philadelphia, Pa. Contact Dennis Wint, 299-1000. Slide show with live animals. "Animals with Bad Reputations" is popular. Mr. Wint brings a porcupine, boa constrictor, skunk, possum, and owl. Audience is allowed to touch animals. Other shows also available. $100. 1 month notice.

Delaware County Society for the Prevention of Cruelty to Animals, 711 Lehann Circle, Springfield, Pa. 19064. 566-1370. Contact Peggy Small (home - 554-0423). Animal/slide show. No charge. If library has screen, notify contact person. 1 month notice.

Tyler Arboretum, Painter Rd., Lima, Pa. Contact Fred Arnold, 566-9133. Environmental education - nature stories, children's books, celebration of winter program. Can be done at Arboretum or library. Also has seasonal family show, "Christmas Lore." $1/child at Arboretum. Approximately $25 total at library. If library has slide projector, notify Mr. Arnold. 1 month notice.

PUPPET SHOWS

Steve Abrams/Pans Puppets, affiliated with University of Pennsylvania Museum, 901 S. 48th St., Philadelphia, Pa. 19143. 726-6973. Original, witty, puppeteer who enraptures audience with a hilarious version of "Punch and Judy" and the educational and very entertaining "Folk Heroes of the Puppet Stage." In July, 1978 he will know if he has been funded through the University of Pennsylvania Museum. If so, the Museum will pick up the cost of library programs. If not, $60/show. 2 months notice.

Paul Blanford, 334 Edmonds Ave., Drexel Hill, Pa. 19026. 626-3751 evenings. Old time Punch and Judy show, handmade puppets. 1 hour program. Fee varies with institution. 3 - 4 weeks notice.

Felix Puppets. Mr. J. Felix Smyth, 6354 Algard St., Philadelphia, Pa. 19135. 338-2404. Shows available are "About Time," "Crazy Zoo," and a slapstick, rather than violent version of "Punch and Judy." Each runs 25 - 40 minutes, depending on amount of audience participation. Will also present outdoor shows. $50/show but flexible. Note: Has wide variety of puppets available for display purposes. You might want to exhibit them at the same time you're scheduling a puppet show. 1 month notice, busy during holidays.

Luft Studio Marionettes, 316 W. Penn Ave., Wernersville, Pa. 19565. 678-1626. Professional shows with up to 40 marionettes. Also offered are shorter shows and puppet making demonstrations. Stage requires at least 9' ceiling and 15' x 10' area for set-up. $105 for 1 hour show. 1 month notice.

Murry's Hello Puppets. Mrs. Murry Engle, 317 Mt. Alverno Rd., Media, Pa. 19063. 566-3393. She presented the February workshop on puppets for CSD and is President of Quaker Village Puppeteers. Has done programs at Marple, Glenolden, and Middletown libraries. "Prince Bertram the Bad" and "What's in a Monster" are two possibilities. Inquire about other shows available. Also presents puppet making workshops. $50 +. 1 month notice.

Wayde Pitcairn, 600 Woodward Dr., Huntingdon Valley, Pa. 19006. 947-1612 or 947-7056. Puppet show with demonstration of puppet making. Artist brings stage. Library provides electrical outlet. $60. 2 weeks notice.

Sally Ream, 131 S. Pennell Rd., Glen Riddle, Pa. 19037. 566-3334. Brings different types of puppets and presents an amateur show with or without stage. Works with children in public schools. Also leads puppet making workshops for children with library gathered scrap materials. Note: Has puppet collection available for exhibit purposes. Shows $15 - $50 depending on complexity; $25/½ day workshop. 1 month notice.

Segal Puppet Theatre. Mark and Maddy Segal, 63 Greenhill Rd., Media, Pa. 19063. 565-4632. With enough advance notice, can plan show with specific theme. Hand puppets. Performed for Delco libraries at Granite Run Mall to an enthusiastic audience. "Rumpelstiltskin" and "The Three Billy Goats Gruff" are two of their shows, not traditional but humorous and contemporary. Excellent audience rapport. $75/show, $125/2 shows.

The Street People Players, 504 E. Wynnewood Ave., Wynnewood, Pa. 19096. Contact Marilyn Gratz or Virginia Conover 236-4279 or 896-7584. Puppet shows with taped scripts, puppet making workshops and demonstrations. Library provides electrical outlet. Show and demonstration - $50; workshop - $75.

John F. Thompson, 690 Maple Hill Dr., Bluebell, Pa. 19422. 542-9728. Puppet show "The Egg" - animal characters try to recover a stolen puppet egg. $30/30 min. show. 1 month notice.

Wonderland Puppet Theatre. Nancy Schmale (355-3667 home, 831-4777 work) and Alice Swann (672-7181). Shows (30 - 45 min.) include "Lion and the Mouse," and "Punch and Judy at Christmas." Larger productions available of "Peter and the Wolf" and "Carnival of Animals." Small shows - $50; large shows - $100. Hand and rod puppets. Audience participation. Alice Swann also does folk and square dance workshops, see DANCE.

PAINTING

Jane Purdy, 18 Harvard Dr., Media, Pa. 19063. 566-5408. Demonstration of painting techniques, animals, flowers; can work around a theme. $15. 2 weeks or more notice.

SCIENCE

Franklin Institute, Benjamin Franklin Pkwy. at 20th St., Philadelphia, Pa. 19103. 448-1426. Contact Annie Bolton. Traveling science show includes following 45 min. programs: Hot & Cold, Electricity, Chemistry, Push & Pull, Electrical Action. $100/show. Needs 2 long tables and electrical outlet. 1 month.

SCOTTISH HISTORY AND CULTURE

Scottish Historic and Research Society of the Delaware County. Contact Mrs. Fred MacDonald, 446-1242. Discussion of dress, clans, history, life in the highlands. For 4th grade and up. No charge. Tables are needed to set up display of authentic articles. 2 months notice.

SCULPTOR

William Radebaugh, R. D. #3, Box 99, Kennett Square, Pa. 19248. 1-444-5965. Low-key junk sculpture workshop which children enjoy. He can bring junk or the children can bring their own cast-off objects to assemble. Comfortable and relaxed program. No charge for workshop, fee only for travel (15¢ per mile). 2 - 3 months notice.

SKATEBOARDING

Country Skateboards, 5906 N. 2nd St., Philadelphia, Pa. 19120. Contact Jerry or Valerie Mainardi, 224-8497 after 2 pm. Demonstration of freestyle skateboarding and competition forms with emphasis on safety. 30 min show. No charge. 2 - 4 weeks.

Odyssey Skateboard Shop, St. Albans Circle, Newtown Square, Pa. 19073. Contact Joe or Peggy O'Connor, 356-0282. Young skateboarders demonstrate stunts and slalom. Mr. O'Connor discusses safety, how to fall, buying information. Film also available. Highly visible crowd-getter. Fee flexible, $10 to cover handouts on buying. 2 - 4 weeks notice.

STORYTELLING

Ray Gray, 21 Penn Valley Dr., Yardley, Pa. 19067. 1-493-5649. Exceptional storyteller, uses slides and sound effects. Uses rear-screen projector, needs 15 ft. behind him and electrical outlet. Newest show "Once Upon a Time" takes children through the fountain at the Philadelphia Art Museum into fairy tales. Impressive. $75/45 min. show; $85/5 hour workshop for children on storytelling. Very busy during school hours. 2 weeks.

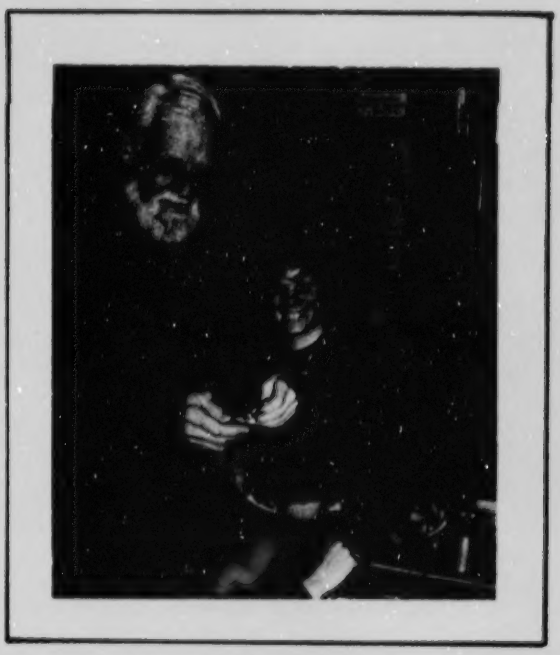
THEATRE

People's Light and Theatre Company, P. O. Box 421, Chester Springs, Pa. 19425. Contact Abigail Adams or David Eckman, 827-9144. Children's theatre, various plays. $150 - special rates for additional performances.

UNIDENTIFIED FLYING OBJECTS

Joseph Gasslien, 1612 W. Lynn Dr., West Chester, Pa. 19380. 1-692-2072. General discussion of UFO's, theories, sightings (including Mr. Gasslien's). Appeared for Chester County libraries. No charge. 1 month notice.

5/Program Ideas



This section includes children's program ideas which have been culled from national literature, from local librarians and from first-hand experience. School Library Journal of February 1974 suggests that even the smallest library should have a minimum of four programs a year. To learn what types of programs children in your service area would like to attend, distribute simple questionnaires at the Summer Reading Club, the circulation desk or in the schools with a choice of different programs. The answers will serve as a rough guideline in your planning.

Crafts

Craft programs are popular; they are participatory and varied. Many people have avocations which can be tapped for a crafts workshop and display. For the publicity gained, store owners will sometimes lead a session, charging only for materials. Or you can lead the program yourself. With careful advance planning by the leader a successful craft workshop avoids last minute crises. Make the craft yourself and time yourself to ensure that it's not too difficult or easy for the scheduled age group. Frustrating, complicated procedures can often be simplified. Volunteers can be effectively used if they are briefed in advance about their responsibilities. For the more complicated programs, supply children with handouts of instructions so they can try the new skill at home or refer to it when leaders are busy.

Most of the ideas listed below can be carried out with little money. Always ask for a library discount when purchasing craft materials. Some libraries with no budget for supplies do charge a modest materials fee, no more than $1 per child.

1. A Valentine or Christmas card-making workshop using potato prints, scraps of lace, velvet, decals and other donations encourages creativity and avoids the pre-packaged variety of cards.

Many adults save old greeting cards, a possible display tie-in. These cards will also give the children ideas for their own creations. For adults, concurrently program the American Heart Association to discuss the heart and take blood pressures as part of your Valentine's Day program on "Hearts."

2. A sidewalk paint-in with tempura paint or colored chalk will create outside visibility for the Library. Check with local authorities first. Consider using a theme to unify the sidewalk painting, the summer reading club gimmick, a popular movie or a book. If it rains on the scheduled day, have a roll of heavy white paper in reserve.

   Or, have a local artist design a mural outline which the children can paint, a less creative program but one with a more polished finished product.

3. Make terrariums with small donated plant cuttings or from plants found on a nature walk in the local empty lot or woods. Ask a local garden club to sponsor it. Use tall jars and have on hand gravel, water, dirt, leaves and bits of wood to create the miniature environments. For thin-necked containers a piece of wire coat hanger can be used to carefully arrange the plants. For regular storyhour groups, a terrarium can be kept at the library and checked occasionally for changes.

4. Blue jeans are the national uniform and a Denim Workshop will attract difficult-to-reach older children. Visit local Home Economics classes to advertise the program and bring along some admirable examples of jeans decorations. Also advertise at the local jeans shop or Army/Navy store. Library patrons or stores are possible sources of samples and displays. Cloth patches, acrylic paint, sequins, embroidery thread, and needles and stencils are just some of the possible decorative materials.

5. Quilt-making is a traditional American folk art which has appeal for library programs. Children pick their favorite book, then applique in felt or other donated materials their rendition of the cover onto individual squares which can then be sewn together to make a quilt for permanent display. Or, different patchwork designs can be put together in a "crazy quilt," using library

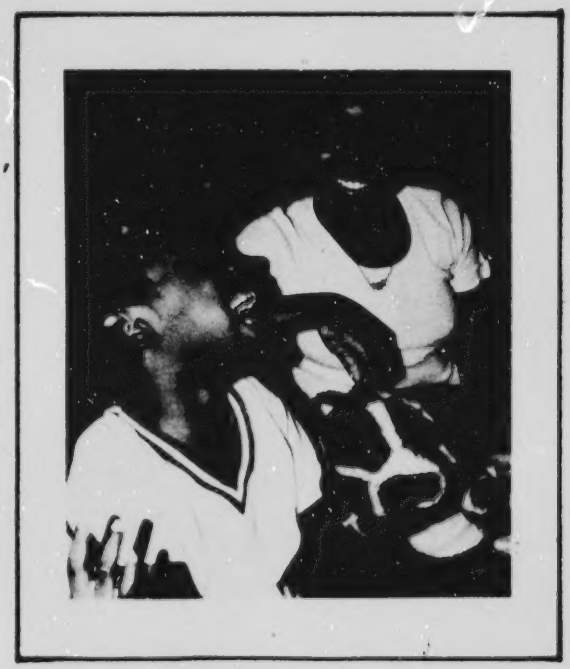
crafts books on quilting for patterns. It's not necessary to pad the quilt as it's decorative, not functional. Borrow an old quilt from a patron, antique shop, historical society of arts center for display while the workshop is running. It will also attract adult patrons.

6. Read Gerald McDermott's Arrow to the Sun or show the film of the same name. Then, using Shari Lewis' Tell-It-Make-It Book, make God's Eyes. These are traditional Indian symbols, made from yarn wrapped around dowels, and are used as Christmas decorations. The McDermott illustrations will act as inspiration in color choice and design.

7. Invite a local silk screen artist to set up shop in the library. Then invite the children (and adults) to bring in their T-shirts to be silk-screened with the library logo or VRC theme design. (The screen will have been prepared in advance.) The T-shirts are publicity for your library and the patrons get to see an artist at work. Hold this one in a well-ventilated area.

8. Collect junk and ask the children to save theirs. Create junk sculpture from it and display it in the Library. Mr. Bill Radebaugh of Kennett Square will run this workshop for a nominal fee (after August 1978). (See Chapter 4.)

9. Puppetry is always popular. Chernoff's Puppet Party is full of ideas that even the novice can use. Paper bags, old socks, spoons, and paper plates are just some of the inexpensive materials she uses. Two sessions can incorporate puppet making with a production. The LSCA stage is available for loan for those librarians without a stage of their own.



10. At Halloween time, hold a mask-making workshop. Use large paper bags, making sure the children

cut out both eyes and nose. Yarn, construction paper, glitter (for older children), glue, magic markers and tempura and finger paints will provide variety.

A more ambitious and messy procedure is to use papier-mâché. Run this workshop outside or in an uncarpeted area if possible. Paper plate masks are easily made by decorating, then glueing a tongue depressor onto the back of the plate as a handle. Their quick construction leaves time to conduct short skits or improvisations.

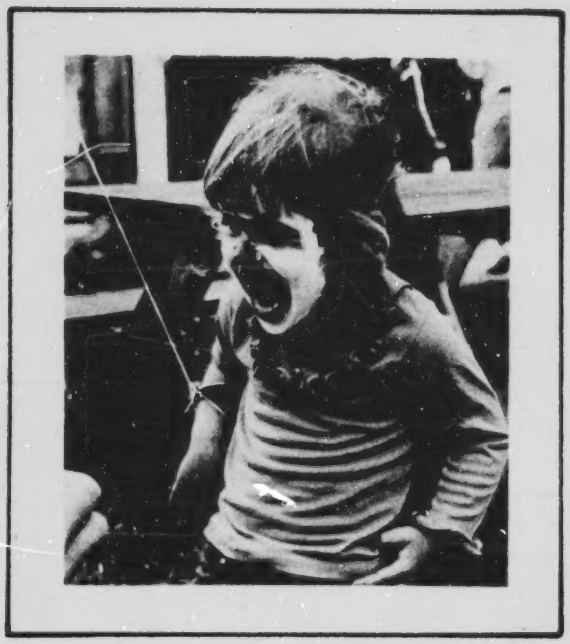
11. Design wrapping paper at holiday time, using various printing media such as potatoes, cranberries, and gum erasers. Instead of buying paper or using expensive library stock, ask your local newspaper for the ends of newspaper rolls.

12. Pre-schoolers make collages from scrap materials at the Erie Metropolitan Library. The word collage means to paste down or attach. The children arrange varied materials on a piece of cardboard and paste them down when satisfied with the composition. Scraps of all different materials are used to provide a variety of textures as the collages are meant to be touched as well as seen.

13. During Earth Week (check exact dates in Chase's Calendar of Dates) have an Animal Chalk Mural in progress. Each child can illustrate an endangered species. Or, post pictures of animals in the children's area and hold a contest to guess the right names.

14. Show the film Clay - Origin of the Species. Midway through, shut it off, distribute clay and boards for working surfaces so the children can create their own figures. Then turn the film back on while the children are working.

15. For rockhounds, have a rock painting workshop, using q-tips and poster paints. Invite a local collector in to talk about the different types of stones. Display a clearly labelled collection.



16. For Halloween or Circus Day, face painting is a highly visible hit. Browse through your books on monsters, clowns, even rock stars for ideas on face painting. Non-allergenic make-up is available from Irvin Stern in Media and a little goes a long way. Remember that although the kids love red, it's the most difficult to remove.

17. Write-Your-Own-Books. A two-session creative writing/bookmaking workshop is a unique, inexpensive program to hold for older elementary and middle-school aged children. This type of program can have several objectives, to stimulate children's imaginations and creativity, to develop children's understandings of the makings of books and to encourage children to use the library and its resources by contributing to it with their original works.

Plan on at least one hour for each half of the program and limit attendance. The creative writing session can be structured in various ways. Possibilities include:

Playing instrumental music.
Handing out pictures, clipped from magazines, which suggest a story.
Showing a film which has no words; preview before showing.

Encourage the children to write in whatever format feels comfortable to them, prose, poetry, even dialogue. Help individual children get started with an idea and offer encouragement. Towards the close of this session ask for volunteers to read their works. Describe the entire program fully at the outset so that the children realize that this is only the first part.

The second session can be set up as a crafts workshop to actually make books. Harvey Weiss's How To Make Your Own Books is very detailed but does

include basic steps that can be adapted for the workshop format. To simplify, use looseleaf binders instead of binding the books.

As the children are deciding what to include in their books, discuss possibilities such as dedication, preface, title page, index, etc. This is a good time to talk about the different parts of a book. East Brunswick Library in New Jersey catalogs the children's stories as fiction and incorporates their books into the juvenile collection to circulate. There are author and title cards in the card catalog and the children are sure to use the catalog to look up their names.

Peruse the crafts books on your 745 shelf; they have a multitude of adaptable ideas. Dioramas, tie dying, sand art, sculpture, sewing, knitting, crocheting, collages from discarded magazines, Indian crafts, macrame & macaroni wind chimes, and crafts from around the world are just a few. The LSCA collection includes many craft ideas for children of all ages.

USEFUL READING

Alkema, Chester Jay
Creative Paper Crafts in Color

Dean, Audrey Vincente
Make a Prehistoric Monster

Fiarotta, Phyllis
Sticks and Stones and Ice Cream Cones, The Craft Book for Children

Kidder, Harvey
Illustrated Chess for Children

Marzollo, Jean
Learning Through Play

Marzollo, Jean
Supertot

Polette, Nancy
E is for Everybody

Rockwell, Anne
Games (And How to Play Them)

Wankelman, Willard F.
A Handbook of Arts and Crafts for Elementary and Junior High School Teachers

Games, Sports, Activities

1. Skateboarding is flashy, fun, and local store-owners are available to demonstrate techniques and give buying tips. (See Chapter 4) Invite the local police to talk about local regulations. Also ask them to cordon off the parking lot or available outside space for demonstration. Note: Check the library insurance policy to verify coverage outside the building but also have the demonstrator sign a release relieving the library of responsibility in case of injury.

2. Paper airplanes are taboo in schools but consider a Paper Airplane Flyoff in the Library. Will Yolen's The Complete Book of Kites and Kite Flying illustrates several different designs. Or, see Capt. Ralph S. Barnaby's How To Make & Fly Paper Airplanes. Provide the children with written instructions of various types and have a few on hand as examples. After the children make their own airplanes, hold a contest to see how long each stays aloft, always being alert to the possible danger from the pointed ends of the airplanes. A stop watch adds official flavor. Sumi's Prize by Uchida or World on a String by Jane Yolen are tie-in stories to read or display. The International Kite Fliers' Association, c/o Will Yolen, 321 East 48th Street, New York, New York 10017, issues membership cards at no charge. As a closing activity write letters to them describing your flyoff and applying for membership.

3. "Play Like the Pioneers" was the title of a program in an Oklahoma library, which introduced old games. A demonstration can be combined with a toy-making workshop. Florence Pettitt's How to Make Whirligigs and Whimmydiddles and Dick Schmake's American Folk Toys: How to Make Them guide the novice. Invite an older person to talk briefly about games he or she played as a child. Consider holding a marble tournament, with printed instructions for the children to follow.

4. A Monopoly Tournament was a notable success in Fairfax County, Virginia's public library. On a Saturday morning at 10, the children were invited to bring their own games. Staff, who briefed them on the rules before groups of four sat down to play, found that most of the children knew the game well. Prizes were simple hand-lettered certificates. The sponsoring librarian's recommendations are:

   Require all to play the "short" rules.
   Set a time limit. At the end of the period the player with the most assets wins. Four hours seems the maximum length of concentration.
   Set aside a specific lunch period.
   Don't have a "best of the best" run-off. The grand winner is the one with the most assets.
   Label all games to avoid a mix-up after the program is finished.

   This type of tournament can also be held with Scrabble or Chess. For chess tournaments, contact your local chess club, often located in the YMCA or junior high school.

5. The Great Brain Quiz is an opportunity to introduce elementary age children to the reference sources in your Library. Set up a bulletin board with one or more questions per week. If possible, arrange to have the questions printed on the school lunch menu also. Post weekly winners with the questions, answers and sources. Below are some examples of questions to pose, with sources.

   How many calories in a bagel? (almanac)
   What's the name of the dog who stands at Orion's foot? (star book)
   Who is the mayor (town manager) of your town?
   The largest squash in the world weighed 451 lbs. Where and when was it grown? (Guiness)
   When was the safety pin invented? (encyclopedia)
   With what ingredients would you make invisible ink? (codes & ciphers book)
   What famous young spy wears blue jeans, a sweat shirt, and a belt loaded with necessary equipment? (literature - Harriet the Spy)

Lugeing is part of what Olympic sport? (encyclopedia of sports)
The Tailor of Gloucester was unable to finish embroidery on the waistcoat because of "no more _____." (literature)
"Pvt. Robert Shurtlief" was a very unusual soldier in the Revolutionary War, and was honorably discharged in 1793. Why?
Name the first atomic submarine. (See 620's)
Charles Dodgeson was a teacher of mathematics all his life, but he is known for writing an adventure story. What is it? (authors)
How heavy is an average elephant? (encyclopedia)
On October 8, 1871 a fire broke out in O'Leary's barn in Chicago, which started America's great fire disaster. This incident gave birth to what famous song? (song books)
Is coral - animal, vegetable, or mineral? (encyclopedia)
How many seeds can you expect to find in an apple? How many petals has a rose? (subject area)
How many countries in Africa? (Worldmark encyclopedia)
What is the official weight of a soccer ball? A football? (encyclopedia of sports)
What are considered the 11 wonders of the modern world? (encyclopedia)

6. Hold a New Games Tournament, based on the non-aggressive games described in The New Games Book by Andrew Fluegelman. Frisbee and Yo-Yo tournaments are also along these lines.

7. A bicycle clinic, run by a local bike shop, can be open to both adults and children. In winter, schedule a cross-country skiing demonstration by a ski shop representative. There are also films on this sport available to show in conjunction with the ski program.

8. Hold a program for horse-lovers that includes several activities. Ask the local 4-H Club to bring a horse to the Library parking lot and discuss tack, grooming and the different types of horses. If funds are available, show National Velvet, rental fee - $65 from Films, Inc. Programs with an animal theme could be planned for any creatures, pedigreed dogs, rare cats, snakes or insects.

9. A series of "Games from Around the World" can be tied in with the culture and folklore of the countries chosen. There are many books on the subject.

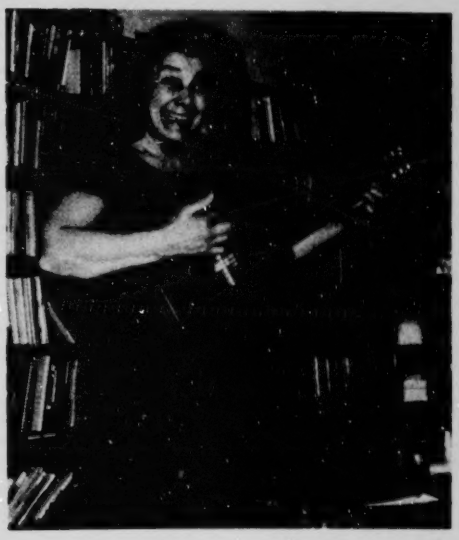
10. Various demonstration possibilities also include karate, gymnastics, sports car racing and skin-diving, although programs which allow the audience to participate are generally most effective. Check local high schools for clubs in these different sports.

11. Start a circulating collection of board games, such as Clue, Sorry, Monopoly, Risk, and Candyland. Games that can be played with a few missing pieces are best. (FAO Schwarz, Ardmore, carries basic replacement pieces.) Also, for cold or rainy days, have sets of dominoes and simple puzzles for the children to play with in the library. Or, start a jigsaw puzzle on one of the tables and invite patrons to help finish it.

12. So many people have dogs and cats that a pet show is sure to attract lots of attention. Purina Pet Foods offers a kit with guidelines in organizing a pet show. CSD's is stored at Springfield Library.

13. Invite a local stargazing group to setup a telescope in the Library and discuss heavenly bodies. Try to schedule this during an astronomically dramatic time, perhaps during a series of nightly meteor showers.

14. Kids love to sing and listen to music. Invite a local rock group to the library for a concert. If you prefer something more soothing, hold a sing-a-long with a folk-guitarist.



15. Celebrate National Hobby Month (October) with a Hobby Swap. Stamps, baseball cards, models, beer can and comic books are all items children collect and trade. Set up individual stations for the different collectibles and let the trading begin. The children do the rest. After the swap is over, ask participants to exhibit their collections in the Library.

16. Before summer vacation, run a babysitting clinic. Use the Red Cross to provide instructors to talk about first aid and responsibility. Then run your own workshop on "Ideas to Keep Kids Occupied." The craft books in the LSCA collection are good sources of ideas.

17. Every child has a favorite stuffed animal and it can serve as an admission ticket to a Winnie-the-Pooh party. Hold a judging, as if it were a live pet show and show The Velveteen Rabbit, available from the Free Library of Philadelphia. For game ideas see Ellison's Pooh Party Book.

18. The Public Library of Nashville and Davidson County wanted to publicize its children's services. Librarians stuffed balloons with coupons redeemable for a free paperback. One thousand helium-filled balloons were released in unison and to further publicize children's services, library programs were held in the week following.

Creative Dramatics

Creative dramatics is an informal approach to acting. There are no scripts or scenery; the players decide how they will act and react rather than being told so by a director. While providing the structure and the limits of the session, your most valuable asset as director is imagination rather than formal dramatic training.

The Free Library of Philadelphia used creative dramatics for many years in children's services. Consider some of their stated goals when planning your own program.

To stimulate an interest in literature
To enlarge children's horizons
To afford children the joy of playmaking
To develop imagination
To develop participation
To teach the nature of responsibility and the rewards of cooperation
To improve reading ability
To build a more positive self-image
To aid in understanding and empathy

The basic concepts the children and leader must absorb are:

To observe, remember and re-create
To be aware that whatever happens "on stage" is for a reason
To learn to concentrate and stay in character

With an understanding of these goals and concepts, the leader can structure sessions according to age group. Adapt creative dramatics techniques to your storyhours. For example, the film Rosie's Walk suggests a creative movement with "chicken walking," "fox creeping" around "haystack, beehives and corn cribs." Or, play a recording of ocean waves before you read McCloskey's Time of Wonder to set the mood for a beach scene. Talk about what you might smell, taste or discover at the seashore. More suggestions for creative dramatics are given in the resource books listed below.

USEFUL READING

Canner, Norma
...And a Time to Dance

Carlson, Bernice Wells
Let's Pretend It Happened to You

De Mille, Richard
Put Your Mother on the Ceiling

Dorian, Margery
Telling Stories Through Movement

Durland, Frances Caldwell
Creative Dramatics for Children

Howard, Vernon
Pantomimes, Charades and Skits

Nobleman, Roberta
50 Projects for Creative Dramatics

Nobleman, Roberta
Using Creative Dramatics Outside the Classroom

Olfson, Lewy
You Can Act!

Pereira, Nancy
Creative Dramatics in the Classroom

Spolin, Viola
Improvisation for the Theatre

Ward, Winifred
Playmaking with Children

Ward, Winifred
Stories to Dramatize

Continuing Programs

Junior Friends of the Library

There are several teenagers in your library community who would welcome the chance to support your children's programming work. Are your library pages interested? If so, ask them if their immediate friends would like to talk about your work and how they could spend some fun hours helping you. Teenagers from 13 - 17 could do and like to do the following:

Review new book titles for you.
Print a library leaflet newsletter.
Raise money by raffle, car wash or plant sale.
Create nametags for storyhour themes.
Design & build library parade floats.
Do graphics & lettering on posters & flyers.
Collect craft materials and scraps.
Decorate a room for the SRC party.
Paint murals or apply decals on dull walls.
Play games with younger children.
Sew bags for circulating toys, puppets, or mini-art.
Play musical instruments & lead songs.
Make wood-block picture puzzles.
Create a library haunted house for Halloween.
Make puppets, fingerpuppets, or Penny Theatre rod puppets for stories or circulation.
Tape record a dramatic story or skit.
Create attractive bulletin boards.
Develop a circulating poster collection.
Voice opinions on LP record collection development (and YA program possibilities).

Getting Organized. First, get your director's and library board's approval. How? Write - write! A rationale for having JF's, what activities they can support or sponsor, what estimated costs will be involved including your supervisory time spent away from duties, what more you can accomplish with their help. Present this to your superiors and hope they approve -- or skip this step, if you can, and do the following steps: (1) advertise, (2) organize,

(3) set a goal, (4) accomplish it, (5) announce it to the board after the fact. They may be so impressed they will encourage more activities by your Junior Friends.

1. Advertise.

   Just as you advertise for adult Friends, so must you for Junior Friends.

   Write up a news release featuring the fun activities of children's work and ask interested teenagers to call you.

   Create a dynamite flyer appealing to YA's. Print 100 or more to post in local hangouts and high schools, record shops and YM-YWCA's.

2. Organize.

   Limit ages to 13 - 17 only. Be firm.
   Pass out typed membership lists with phone numbers & addresses.
   Ask them to create a telephone chain so you never have to call each one.
   Have monthly (with spur-of-the-moment as needs arise) meetings. Keep a loose, informal format.
   Supply them with ideas & advice, recommended action steps, and tools or materials as needed.
   Encourage them to be library advocates, not afraid to ask for additional inexpensive resources from the community.

3. Set a Goal.

   They need to have purpose and drive toward a reasonable accomplishment.
   Outline action steps toward that goal that seem feasible to them.
   Set target dates for the goal and each action step.
   Suggest resources and act as coordinator but above all be flexible and allow room for their creativity.

4. Accomplish It.

   For example, the Junior Friends want to start a circulating collection of "snazzy" posters for other teenagers. Help them express why - their rationale for this new type of service. Then plan with them how, what, when, and where.

Goal: In three months, raise funds, order and advertise "YAP" poster collection to be offered by library beginning next summer.

Rationale: As alternative to adult circulating art reproductions, provide special service to traditionally ignored YA's; to increase awareness of new art form of posters; to serve as a cultural tie-in to art decor, quotes from literature, popular adages & visual graphics.

Estimated costs:

50 posters @	$1.95	$100
Lamination @	.29	15
Processing @	.10	5
	TOTAL	$120

Feasibility: Fund raising events - plant sale possibilities.

Action steps:

Publicize & conduct plant sale.
Selection & order of posters.
Laminate.
Process.
Flyer publicity.

Target dates:

Publicize	3-1
Plant sale	3-14
Order	3-20
Receipt	4-30
Lamination	5-15
Processing	5-20
Publicize	6-1

Resources:

Argus posters
Polish circus posters
NY Art Museum
wholesale greenhouse
ACME permission for sale
local school laminator
YA processing time

Publicity: Flyers in schools, YA hangouts, newspapers, YA radio stations; Poster exhibit in H.S. last two weeks of school and in library.

Evaluation:

New YA members
Poster circulation - first & second months
Comments from patrons

5. Report to Library Director & Board.

Include:

New teenage members, etc.
Poster circulation figures.
Patrons' comments.
Publicity flyers, news clippings.
Have two representatives from Junior Friends make presentation of their project.

It's exciting, seldom done, and meaningful to all YA's who participate and benefit from this experience.

Pen Pals

Letterwriting is a dying art. To encourage correspondence, librarians can help to set up penpals for children in foreign countries. Call or write the foreign consulate in Philadelphia to make contacts; they're listed under "Consulates and other foreign country government representatives," in the Philadelphia Yellow Pages. There are quite a few from which to choose. Or, contact The Information Center on Children's Cultures, UNICEF, 331 East 38th St., New York, N.Y. 10016 (212-686-5522). They also have art exhibits to loan, the only charge being shipping.

For starters, children can describe where they live, their families, schools, customs, and food. Photos are also attractive but expensive to mail overseas. Aerogram letters are available from the post office and you might want to supply them for the first letter.

If you want to write within the U.S., your library users might correspond with children via the library of another town of the same name. You might want to try elementary schools if town is too small to have a public library. Check the atlas for matching names and the ALA Directory for addresses of libraries that you want to contact.

This type of situation is perfect for writing a newsletter to exchange. Here are some possibilities.

Aston Junction, Quebec, Canada
lots of Chesters - 26 in the U.S. alone
Darby, Montana
Wallingford - Connecticut, Iowa, Vermont
Haverfordwest, Wales
Lansdowne - Maryland, Ontario, Canada
Media, Illinois (pop. 165)
15 Middletowns
4 Limas, not including Lima, Peru
12 Norwoods
Prospect Park, N.J. (pop. 5201)
10 Waynes
23 Springfields

If you'd like to get a kid's newsletter started in your library, as a kickoff event, invite a local newspaper editor to talk about newspapers, reporters, printing, and all aspects of newspapers. When the children do produce a paper, if possible have it duplicated or stenciled so that it can be distributed.

Home Bound Service

A service to homebound children (longer than 3 - 4 weeks) could be instituted and run by volunteers. A phone call to the family will determine what type of reading materials are wanted. This type of outreach program generally is slow starting but much appreciated by those who use it. Be prepared to do extensive publicity on the new service.

Paperback Publicity

To publicize the library, leave children's and adult paperbacks of popular titles in doctors' and dentists' offices with a notation asking the reader to return the book to your library. The book may not return but you've made an impression on the reader. Your Friends group could sponsor this project.

Storytime for Toddlers

As storyhours are among the most popular library services, consider scheduling a storytime just for toddlers. Juliet Markowsky in the May 1977 issue of School Library Journal

discusses the structure of such a program, which differs markedly from a pre-school storyhour. Parents play a major role in this program, staying with the children for the 20 minute duration of the session. They benefit from exposure to suitable stories for this age level. Not surprisingly, Markowsky found that the toddlers responded to short, short stories with lots of bright pictures, whose themes are familiar to the children. Favorite choices include John Burningham's Mr. Gumpy's Outing, Pat Hutchin's Rosie's Walk and Leo Lionni's Inch by Inch. For more specific suggestions on setting up a toddler storytime, see the SLJ article, available through the LSCA collection.

You, Your Baby, and the Library

"You, Your New Baby and the Library" is a very successful four one-hour program series to acquaint new parents with library resources and teach them how to encourage reading and library use with their young children under 18 months. Topics included:

1. Film - "What's So Great About Books?" fingerplays
2. Mother Goose nursery rhymes and posters, songbooks, recordings
3. Parenting books, community resources
4. Picture books, books about children's literature

For program development, content, and selection criteria for bibliographies, write to:

Ms. Helen Cannon & Joyce Dixon
San Francisco Public Library
1200 Taraval Street
San Francisco, California 94116

Another way to reach new mothers is to distribute information packets about your library and books suitable for young children in the maternity wards of your local hospital.

USEFUL READING

American Library Association
Start Early for an Early Start

TA for Tots

Freed's TA for Tots provides a natural springboard for creating a 10-week storyhour series for pre-schoolers. Bibliotherapy is infrequently realized as one of the roles for children's librarians. Actually, we do it everyday when recommending leisure reading to parents or children we know with particular problems. Discussions about feelings often arise spontaneously in storyhours. By structuring your read-aloud selections to correspond to Freed's chapter themes, you can fulfill several objectives:

Guide pre-schoolers toward literature related specifically to their concerns;
Provide an opportunity for peer group interaction (remember the library is one of the few institutions serving this age group);
Help pre-schoolers to develop positive attitudes toward the library and its resources.

It's easy. Below are chapters outlined with suggested titles. Substitute freely. Use your own favorite titles. Most of all be open, be touched, be creative and be generous with "warm fuzzies!"

Chapter One: "Three People Inside You"

1. "Bossy Me" (parent) who corrects and acts like Mom or Dad

   Big Sister and Little Sister
   Charlotte Zolotow
   Go and Hush the Baby
   Betsy Byars

2. "Thinking Me" (adult) who solves problems, learns & makes sense

   Inch by Inch
   Leo Lionni
   We Never Get to Do Anything
   Martha Alexander
   "The Wishing Well" in Mouse Tales
   Arnold Lobel

3. "Feeling Me" (child) who reacts, emotes, likes to play

   Abby
   Jeanette Caines
   A Day Off
   Tobi Tobias

Chapter Two: "Prinzes & Frozzes" (non-sexist character roles)

1. "Prinze" - child who feels important, is safe and happy, has nice things done for him/her

   Rainy Day Together
   Ellen Parsons

2. "Froz" - child who feels unloved, unimportant, and doesn't know how to please adults or older sibling

Sam
Ann Scott

Talk about times when they have felt like a prinze or a froz.

Chapter Three: "Feelings We Have"

1. "Warm Fuzzies" or warm feelings, good strokes and being OK from hugs, smiles, compliments, belonging, sharing -

Just Awful
Russell Hoban
The Runaway Bunny
Margaret Wise Brown
Zeek Silver Moon
Amy Ehrlich
Corduroy
Don Freeman

2. "Cold Pricklies" or hurt feelings, bad strokes and not OK from frowns, scoldings, spankings, not sharing, being different -

Leave Herbert Alone
Alma Whitney
Hooray for Jasper
Betty Horvath
Sabrina
Martha Alexander
The Quarreling Book
Charlotte Zolotow

Chapter Four: "Feeling Good & Feeling Bad"

Feelings without reason that need to be talked about -

Best Friends for Frances
Russell Hoban
Emily & the Klunky Baby
Martha Alexander
Johnny Lion's Bad Dad
Edith Hurd
Albert's Toothache
Barbara Williams

Chapter Five: "How a Froz Turned Into a Prinz"

Growing up and changing -

The Ugly Duckling
H. C. Andersen

Peter's Chair
Ezra Jack Keats
Mandy's Grandmother
Liesel Skorpen
Leo the Late Bloomer
Robert Kraus
What Mary Jo Shared
Janice Udry

Chapter Six: "Being Angry"

Thinking awful things and ways to get rid of anger -

Won't Somebody Play with Me
Steven Kellogg
Let's Be Enemies
Janice Udry
I Was So Mad
Norma Simon
Boy Was I Mad
Kathryn Hitte
The Hating Book
Charlotte Zolotow
Sometimes I Get Angry
Jane Watson

Chapter Seven: "Being Afraid"

Realizing your worst fears and trusting secrets with someone who gives good strokes -

"Clouds" in Mouse Tales
Arnold Lobel
Ira Sleeps Over
Bernard Waber
My Mama Says There Aren't Any Zombies...
Judith Viorst
Rosie and Michael
Judith Viorst
Bedtime for Frances
Russell Hoban
Sometimes I'm Afraid
Jane Watson

USEFUL READING

Bernstein, Joanne
Books to Help Children Cope with Separation and Loss

Dreyer, Sharon
The Bookfinder

Gillis, Ruth
Children's Books for Times of Stress

Parents Programs for Story Hours

Most libraries sponsor pre-school storyhours and this time is a perfect opportunity to involve parents in adult programs about children, crafts, travel, health, or any subject which can be compressed into the short time of a storyhour.

How do you set up such a program? Following are some suggestions for topics and resources from Erie, Pa.'s ongoing program.

Topics:

Nutrition and the pre-schooler
Using toys with the pre-schooler
Play with boxes
Pre-schooler's cooking
Positive language and vocabulary extension
Choosing a book for your pre-schooler
Creative fun
Selecting toys and play materials for gifts
Puppet making
Caring for your child's hair
Recreational opportunities for pre-schoolers
What to expect of various ages of pre-schoolers
Fingerplays and storytelling techniques
Using books with your pre-schooler
Developing good eating habits in young children
First Aid: Common Emergencies
Nature and science for young children
Discussion with a pediatrician
Recent picture books for children
Listening to your child
Fostering healthy self concepts
How to select a child care center or baby sitter
Music for the pre-schooler
Things to build with children
Building outdoor play areas

Possible Resource People:

Children's librarians
Food and nutrition specialists (i.e. American Heart Assn.)
Local child care center director
Red Cross or health services agency
Panels of parents, day care workers, etc.
College instructors (especially early childhood, psychology or education)

Local doctor, pediatrician, children's dentist or nurse
Local crafts people
Local barber/beautician
Recreation director
Volunteer bureau
Chamber of Commerce/Speakers Bureau
Parents of pre-schoolers with special skills
Youth Advocates
Anybody else in your community

The librarians at Erie do not require pre-registration and are prepared for erratic attendance. They find that parents appreciate handouts on the given topic. Eva Whartnaby of Marple Public Library has started a similar parent program and finds that craft demonstrations are very popular. Your community profile will be an excellent source of local resource people.

Troubleshooting

Problems Associated with Programming:

Q: "How can you anticipate who or how many are coming to the program?

A: 1. Require pre-registration.

Pros - good estimate of how many names & phone numbers for name tags

contact for last minute reminder plus list to announce next special event program

limits size of group for workshops or other events where leader needs a controlled number to work with

Cons - those not registered feel they can't attend at the last minute

acts as a barrier because it requires a phone call or library visit to register

A: 2. Establish a policy

Consistent programming throughout the year affords your library the chance to build up a clientele much as a shopkeeper does. Then, if library space is scarce, limit attendance. Patrons will become acquainted with your first-come, first-seated policy and get to library events on time.

Q: "How can I possibly handle a variety of crafts myself? I'm not that talented, creative, or have enough time to practice."

A: If you aren't "into" crafts - don't do them! Find out what hobbies your staff members, neighbors, library volunteers and patrons have. Ask them if they would demonstrate them either for children or adults. Write up a file card for each positive response. Then schedule a series of crafts for one or two months - depending on how many resource people have been lined up. Have them fill in on your schedule which date & time they prefer. Then offer your assistance in gathering craft materials, setting up and cleaning up. Random craft programs are less effective than this series approach. Your pre-school storyhour mothers are a captive audience. Try it on them first if you're just beginning to build experience with crafts.

Name	Phone
Address	
Craft	
Materials needed	
Approx. expense	
# of children/adults	
Best program time	

Q: "What do I do when the speaker or performer comes late or doesn't show at all?"

A: Be prepared for any special library event with an alternative program. Order a FLP film related to the subject - but preview it the day before! It may be unsuited or unappealing to your speaker's audience. For younger children, plan a storyhour with one or two creative dramatics gimmicks such as "Simon Says be a vacuum cleaner," etc. or try "The Blob" game we learned at the workshop. For older children, try a "career talk" geared to "one day behind the desk" - cram as many everyday tasks you perform to expand their awareness of your duties and library services. It's not as dull to them as you may think. Junior High kids respond well to career interests - not to career education yet. Follow with Q & A or an exchange of what parents do at work.

Or, show two short films scheduled in advance as a program alternative. Try "Un Bomb Par Hazard" or "The Amazing Cosmic Awareness of Duffy Moon." Talk about likes and dislikes in movie tastes.

Q: "How can I educate the whole staff to really know what's going on in the children's department? Some have an attitude that programs are a nuisance to everyday library procedures."

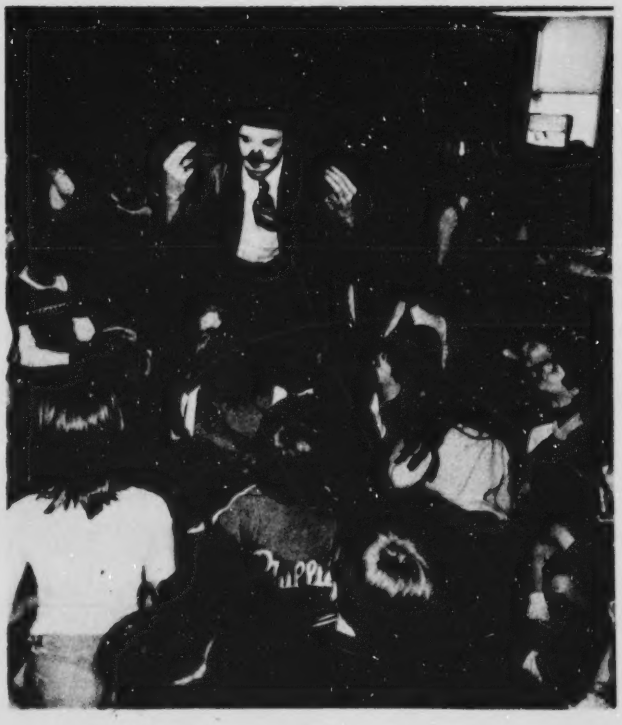
A: Detailed written descriptions of your program are helpful. Include your reasons (objectives) for the program. Post by the library telephones for patrons' information requests. Circulate a staff flyer to be initialled when read. At monthly staff meetings enthusiastically describe your next event; show flyers; explain why you're programming, who you are trying to attract to the library, what the positive benefits to both library and patrons are. Encourage staff to be supportive; explain that without their volunteered assistance on small details or enthusiasm toward events, your objectives will be defeated. The public may sense poor service attitudes on the part of an unsupportive staff. Remember all adults don't respond well to children. Work around this by scheduling programs during their time off or when they're not scheduled for the circulation or reference desk. Talk over this problem with your director.

Q: "How do I get a program budget approved by the director and library board?"

A: 1. Line Budget Allotment

Programs can't always be free or inexpensive. The only way to have money appropriated or earmarked for programs and program publicity such as flyers, is to begin justifying the need for both.

a. Prepare a written statement of rationale and objectives for programming.
b. Document a year's worth of programs, itemized costs, circulation figures that day compared to same day the previous week, comments and letters from patrons, new memberships directly resulting from patrons attracted by programs, plus attendance counts. In other words, justify your expenses on paper.
c. Start small. Request $25 - $50 allotment for programs and publicity. Work within those constraints to prove your objectives and cost justification. The following year, present requests for an increase based on your documented benefits to the library.
d. Through the director, ask to be invited to board meetings to give presentations on program results and needs. Send board members invitations to all your programs, too! Above all, generate enthusiasm for what you're trying to accomplish. Be excited yourself. It rubs off.



2. Contributions

Sell your program needs to outside groups much the same way you sell the director and library board. Start with your Friends of the Library because they are most supportive of your cause & service objectives. Also try:

Women's Clubs
Elks, Kiwanis, Rotary
Lions
Girl Scouts and other
Youth organizations
banks
local businesses
4-H clubs
churches and synagogues
Jaycees
Chamber of Commerce
art centers
ethnic organizations
Parks and Recreation board

One line at the bottom of the program flyer crediting the sponsoring organization will quietly publicize the business or service organization without detracting from the library image.

When you get invited to present guest programs, indicate the community's need for improved programs at an approximate cost. Sell library services and how programs benefit not only the library but community interest groups seeking skills and cultural entertainment. If they'd rather see more tangible results from their support, contributions towards special interest books related to your planned programs would also be appreciated. Mention gift plates bearing donor's name, i.e. Rotary Club.

Other <u>new</u> & visible services attract contributors:

pre-school educational toys for circulation
puzzles for circulation
teenage posters for circulation
study prints collection
"Mini-Masters" (art reproductions) for children
puppets & stage for programs
A-V equipment to program with
terrariums & aquariums for displays
doll house & furniture for permanent exhibit
bicycle rack for outside library
display cases with lights
cassette player & tapes of fairytales, etc.

Q: "When school superintendents or principals refuse to let me publicize my programs, what do I do?"

A: Offer to do a free book talk instead. Tag announcements of future programs at end of talk.

Ask the school librarian to help you by posting the flyer you'll mail her. Also, to support your request to distribute individual flyers to classroom teachers or children. For music or art programs, enlist aid from teacher specialists. Get the local reading teacher/consultant to support your SRC on basis of continued reading habits during the summer and reader's advisory services you can offer when schools are closed.

Ask the PTA to support your programs. Call the presiding officers. Ask them to:

1. Announce programs to parents at next meeting.
2. Include flyer information in their next newsletter.

3. Call the superintendent to request PA announcements or flyer distribution so information gets through to their children.

If parents, especially organized parents, back you, the principal will probably give in to their request on your behalf.

Once you receive permission to hand out flyers, utilize the PA system for brief announcements. Ask for "blanket permission" to do the same for future programs so you don't have to disturb the school officials again.

In-service days for teachers are great times to spread the word of your services such as homework reference work and educational programs. Science teachers will push your Tyler Arboretum or Academy of Natural Science shows. Speakers at in-service days are in demand and are usually given 5 - 15 minutes at the end of their program.

See "Getting Into Your Schools," in Chapter 8.

6/Minute-by-Minute Programming Checklist*

1. Get an idea for a program.

   Use the community resources.
   Use TV, radio, newspapers (school, daily or weekly), film magazines.
   Take a survey inside and outside the library. What are the needs of your patrons?
   Use other libraries. They have ideas too!

2. Decide what you're trying to accomplish.

   Clarify in your own mind what you want to do.
   Does it relate to your library.
   How do you plan to evaluate it?

3. If you are not the boss, consult with the boss and have the board informed of your plans.

   Be enthusiastic in presentation.
   Ask for suggestions.
   Get a firm O.K.

4. Check the community.

   Who else may be doing the same thing?
   Can you help them, OR can they help you?
   Should you drop or postpone the idea here?

5. Plan details.

   Date.
   Time.
   Place.
   Foreseeable expenses.
   Program schedule.
   Transportation and directions.
   Equipment or materials.
   Staff.
   Participants.
   Refreshments.
   Setting - up.
   Permits.
   Written record of plans as they develop.

6. Publicity.

   Inform all other staff in person.
   Plan and order all printed publicity.

*Adapted from "Gambit," Maryland Library Association, 1973.

Arrange for media releases in advance.
Use school facilities for distribution, including a P.A. system, menu notices, PTA newsletters.
Mailing list or telephone list of patrons at previous programs.
Notify Hot Lines and other community agencies and leaders.
Invite members of Board of Trustees.
Distribute and display posters and flyers.
Talk it up in the library.
Request a photographer and/or local reporter.

7. Reminders.

Extra staff and custodial help.
Last minute facilities check.
Last minute check of participants.
Set up materials display.
Equipment check (bulbs, cords, ash trays, etc.)
Alternate or standby program necessary?
Any non-staff or community help needed?
Cancellation procedure if necessary.

8. The Big Day.

Get there ahead of time.
Call attention to displays.
Announce future programs.
Take pictures and/or tape programs.
Good luck! Keep calm!

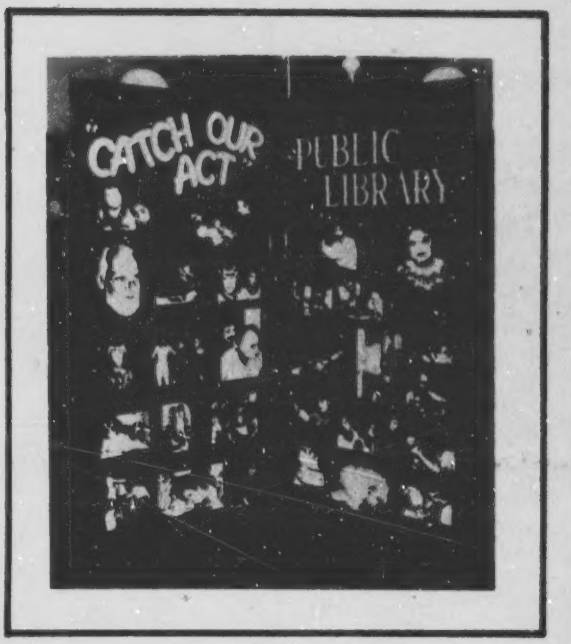
9. Clean Up.

Trash pick-up.
Return materials.
Return equipment.
Remove publicity.
Return room to normal.
Send thank-you's.
Post-publicity.
Report to boss and trustees.

10. Evaluation.

Attendance.
Audience reaction.
Performer's reaction and suggestions.
Written program report.
Did program meet its objectives?
Was time, date and place correct?
Was publicity adequate?
What would you do differently in this or other programs?
Would you recommend the performer/program to other agencies?

7/Mall Project Planning Tips



Planning a library exhibit and program in a shopping mall follows much the same pattern as planning any other library program, but the scale of the project is, of course, larger. Objectives, planning, implementation, and evaluation must be thoughtfully considered in advance to ensure success. The major thrust of any "Mall Project" is public relations and with a large ready-made audience of shoppers how can you best publicize the library message? Consider the following in your preparation.

1. Objectives.

   What are you trying to accomplish?
   What are you specifically "selling"?
   Is your focus regional or county-wide?
   Are other library agencies involved?
   Schools?
   Special libraries?
   What impression do you want to create?

2. Planning.

   Set up a committee to brainstorm about the program.

   Establish budget.

   Delegate areas of responsibility such as
   a. physical layout, furniture and equipment
   b. public relations
      - through libraries, news releases, flyers, posters
      - through Mall management - display ads for newspapers, news releases, placards & signs in the Mall
   c. programming and exhibits, if planned
   d. scheduling library personnel

e. planning library-related resources and exhibits
f. anticipating questions the public will ask & providing fact sheets to librarians on duty, thus presenting a united front.

3. Implementation.

Visit all possible sites, compare locations, visibility, and services offered.

Talk with Mall Management to set up dates, times and verify services the Mall will provide. Confirm by letter.

If special programs are planned, formally confirm time and fee (if any) with performer, and verify shortly before the program.

If possible, set up displays in advance. When the actual day arrives, there will be unforeseen problems to solve in spite of the best planning.

Most important, be approachable and friendly. If you are enjoying yourself, the shoppers will be more willing to ask you questions, which is what you want.

4. Evaluation.

Head counts of
a. people viewing programs & displays
b. people talking to librarians.

Subjective impressions of individual librarians via brief questionnaire.

Mall management view
a. merchants' opinions
b. were library handouts discarded at Mall?

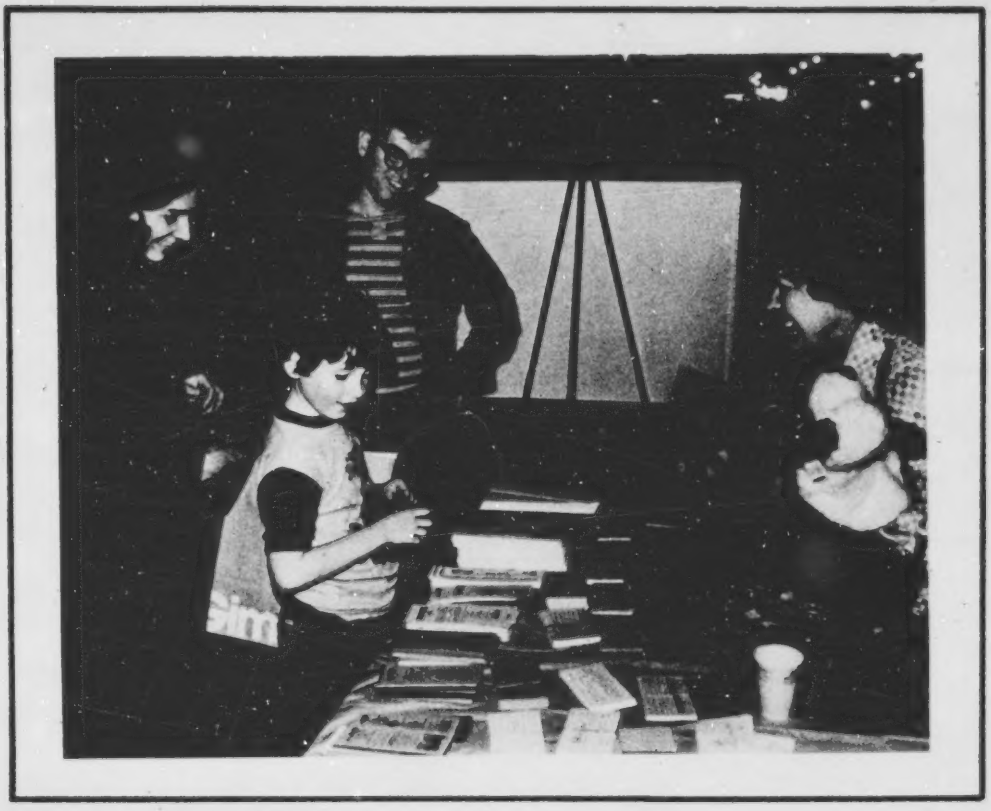
Cost-effectiveness figure (cost/person reached)
Cost should include man-hours involved in preparation - generally a large figure in comparison with other expenses.

5. Resource lists for Granite Run Mall project 1978

Borrowed audio-visual materials
Angelo Speziale ph: 626-3412
Coordinator of Media Services
Wm. Penn School District
3213 Plumstead Avenue
Drexel Hill, Pa. 19026

Calendar of events graphic artist
Dick Louderback ph: 566-6153
30 War Trophy Lane
Media, Pa. 19060

Calendar of events and booklist printer
Colonial Printers ph: 356-5200
610 Parkway
Broomall, Pa. 19008
Contact: Jay Voight



Rear-screen rental
Visual Sound ph: 544-8700
Lawrence Park Industrial Center
Broomall, Pa. 19008
Contact: Rental Dept.

Sign painter
Cramer Signs ph: 343-1522
Box 203
Warrington, Pa. 18976

Photo blow-ups

Bob Coldwell ph: 622-5133
318 Clearbrook Ave.
Lansdowne, Pa. 19050

Van rental

Budget Rent-a-Car ph: 566-2255
Baltimore Pike & Providence Rd.
Media, Pa. 19063

Booth rental

Fun Services ph: 872-2170
1838 MacDade Blvd.
Woodlyn, Pa. 19094

Photo copystand and audio equipment

William Starcheski ph: 353-5400
Media Services Coordinator
Delaware County Community College
Rte. 252 & Media Line Road
Media, Pa. 19063

8/Public Relations

Programming without public relations is only half the job. No one will know about your efforts to broaden the scope of your library unless you tell them. To plan an effective ongoing public relations campaign:

Organization

Set realistic, written goals, based on your programming goals.

Know your community and its needs, by developing your community profile.

Find out how your community residents get their information and tap into these channels.

Be aware of the present library image.

Develop consistent communications techniques.

Build evaluation into your total plans.

Publicize your accomplishments.

Remember that not only potential library users see your name in print or hear it on the radio; the officials who decide the library's budget allotment will also hear your name mentioned, and you will want to remind them of past programs and future plans when submitting the next budget.

Where to Begin

Understand the goals and objectives of the library.

Be aware of the history and practices of the library.

Keep a close relationship with all library managers and officers to share information and know "what's going on."

Educate library personnel and the library board on the value of good public relations.

Be able to "stand back" and see the overview of the library, recognizing its shortcomings, problems and realistic limitations.

Recognize "news" and "news value," particularly human interest.

Provide readable, reliable (truthful), and timely information to the public, to the "press," or to the public through the press.

Be available to the press (or your public) when they contact you.

Be aware of the needs and practices of the media. Know which media are available to you, when they go to press, what they generally publish or broadcast, how far in advance they work.

Assume all responsibility for press relations.

Be willing to be the unsung hero. Generally the most effective public relations practitioner stays behind the scene.

Be a realist and don't expect too much attention from the press.

Identify volunteers who might help you with art work, photo services or their writing ability.

Be aware of costs; no publicity is "free."

Monitor local newspapers in which organizations are getting publicity; find out how they are getting it and why.

Develop a mailing list and keep it updated.

Maintain press "contacts" principally by developing consistent communications techniques.

Develop photo and clipping files of the library, and a slide show for presentations to local groups, especially around budget time.

Educate yourself; take short courses and review books on basic news writing, editing, printing, etc.

Share experiences with other libraries.

Remember that a 100% success rate is unrealistic.

What to Say

Aim for regular news coverage. It is all too easy for readers to bypass a separate column labeled "Library."

Plan on submitting regular entries to newspapers' calendars of events.

Avoid long book lists, and except on rare occasions, "hot" book reviews.

Build an image of the library as being lively and "where the action is," not as an ivory tower archive.

For special events, invite reporters and photographers well in advance of your program. (A week to ten days notice should suffice.) Provide them with the facts of the situation ahead of time.

Take care to release items about controversial news in time to get your story to the press before distortion sets in.

If controversy erupts on any issue, be sure you and your board agree about statements to the press.

Remember that local names and events are most welcomed by local papers.

Submit releases, whenever possible, with favorable news about political figures and their involvement with the library.

Submit releases on the following items:

1. juvenile and adult programs
2. exhibits and displays
3. storyhour information
4. new services or collections
5. building plans
6. interesting board decisions or elections
7. interesting staff news
8. changes in library hours or policies.

How Not to Say It

Do not pad your release with extraneous material, irrelevant quotes, too much background, etc.

Do not present old material as being news.

Do not send several copies of the same release; send only one copy to one person.

Do not ask editors why your material did not get into the paper, unless your releases have been consistently ignored.

Do not over-use the organization's name.

Do not use ALL CAPS anywhere in the release.

Do not send carbon copies or use onion skin for releases.

Do not use highly technical language (unless the release goes only to technical publications).

Do not write headings for your stories. They will not be used, since editors tailor their "heads" to the column width and overall page layout.

Do not try to get too much into a single release. (If you have several subjects, send separate releases.)

Do not call or write the editor to find out when and if he or she is going to use a stock release you sent out.

Do not give a far-in-advance release date and expect the editor to hold your material until that date. You may brief them in advance with a short explanatory letter, and then send the release out at the appropriate time.

Do not try to pass something off as an "exclusive" if it isn't. (If the editor ever gets caught on this one, YOU'VE had it!)

Do not try to inject the librarian's name in all releases - only those which are about him or her.

Do not try to send a release a week or on a similar schedule; wait until you really have something to say.

Do not ask to check galley proofs on a story. (This is a sure death warrant for any story.)

Don't over-react if unfavorable publicity appears. Nothing is worth the loss of friendly relations with the press.

Do not telephone in news releases at the last minute except in a real emergency and then only if you have previously established a good relationship with the paper.

Do not depend on inexperienced staff members or volunteers to write your releases unless you have time to re-do them.

Write your release as if you were the reporter, not the librarian. This keeps the article newsworthy and not propaganda.

Example: "The librarian has invited children grades K-3 to the puppet show."

instead of

"We have asked children grades K-3 to the puppet show."

Expect your release to be re-written or at least shortened. Write the lead paragraph so if the release is chopped, at least the pertinent facts will be printed.

Double space the article, leaving large margins and at least ten spaces at the top of each page.

Don't carry a paragraph over to another page, even if it means leaving a large blank space at the bottom of the page.

A one page release is always preferable, however, if the release goes beyond one page, include "-more-" below the last paragraph on the page.

For releases that go beyond one page, give the story a "slug" - a key word that specifically identifies the story. Mark all succeeding pages in the upper left-hand corner with the "slug."

Number each page beyond the first one consecutively beginning with 1, not 2, in conjunction with the "slug."

Example: The top of the second sheet of a release on storyhours should read:

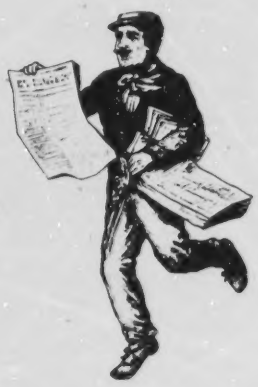
Ad 1 - Storyhours

A third page (Ad 2 - Storyhours) would be rare to send unless the story is a very special feature.

End the story with a symbol that tells the editor it is over. The most commonly used and understood designation for "the end" is # # #. (If you type "The End" it just may confuse the typesetter). See the example which follows.

# # #

Working with Reporters



In dealing with weekly newspapers, the editor is almost always the person to contact to discuss library news articles, and news releases are usually submitted to him. On larger papers, reporters are usually assigned "beats," by area or reader interest. Talking to the appropriate reporter is most crucial in locating a sympathetic ear for your news information. For example, in Delaware County, library feature articles for the Daily Times would probably be best handled by the appropriate area correspondent for that paper. General rules for working with reporters are:

1. Tell the truth and be courteous and considerate. Don't be surprised by abrupt treatment; some reporters work under pressure.

LSCA Children's Programming Project

May 31, 1978

NEWS RELEASE

Release Date: Immediate
From: Ho Baron, 353-3595

The southeastern Delaware County public libraries are sponsoring an afternoon of free children's programs at MacDade Mall on Saturday, June 10th. The Segal Puppets and Cueball the Magic Clown will perform on center stage under a canopy of photographic mobiles. This large photo display features scenes of children and artists who attended 170 similar programs in Delco public libraries this year.

Mark and Maddy Segal, a husband and wife team of professional actors, are scheduled for 1:00 and 3:00 puppet shows at the mall. Their animated mascots, "Ruff-Enuff" and "Kitty-Litter," have charmed young audiences in department stores and county library appearances. The Segals are noted for their uproarious humor which always gets children into their act.

-more-

MARPLE PUBLIC LIBRARY BROOMALL, PA 19008 ☎ 353-3595

Ad 1 - MacDade Mall

At 2:00 pm Cueball the Magic Clown will juggle, perform magic tricks and ask for audience participation. One of PM Productions' talented artists, Cueball comically stumbles through his mystifying feats such as the Chinese linking rings and a levitation illusion.

Librarian puppeteers will also talk to children and parents about summer reading recreation in Collingdale, Darby, Folcroft, Glenolden, Norwood, Prospect Park, Ridley Park, Ridley Township, and Tinicum. Free comic strips and programs are funded by a federal grant for quality children's programs in Delaware County public libraries.

# # #

2. Remember that news has a time element important to both the reporter and his paper.

3. Don't over or underestimate the reporter's knowledge of the library or library organization. Give him the background information he may need for the story. If possible, type it out beforehand.

4. Don't overdo "off the records," and when a reporter has information you hope will not be printed, don't tell him he "can't print that." He can, subject only to the laws of libel. Your only course is to present valid reasons why it would be best for the story not to be printed.

5. If you are going to make a speech or be interviewed, be careful to use precise language. This may seem particularly difficult when interviewed by telephone.

6. Don't give out information harmful to the library, the board, or elements in the community because you have a grudge.

Getting Pictures in the News

Photographs of library events, publicized in newspapers and posted in library displays, go a long way in publicizing the library. Getting pictures in the paper is difficult, nevertheless, so don't be disappointed if yours don't always appear.

In a weekly it is sometimes easier to get a picture into the paper if it is supplied by the library, than to expect one to be taken by the paper. Ask first!

Black and white glossy prints are preferred, sizes 8" x 10" or 5" x 7".

Polaroid pictures are not always accepted. Check with your editor on his preference.

To get a picture taken by the paper, make arrangements well in advance. Check and double check.

If you must provide the picture, find a pool of amateur photographers willing to help out the library for a half hour or so once or twice a year.

If your photographer doesn't have a photo darkroom, ask a local commercial photographer to do the lab work. Timeliness is important to the paper, and what may cost the library $10 - $15 will surely prove worthwhile once printed by the newspaper. (You might ask the paper if they can process the film after the photographer has taken the pictures.

When possible, use photographs in conjunction with a news release rather than instead of one. Remember that even though the picture obviously goes with the story, you still need identifying captions on the picture. In the newsrooms, the story and the "art" (photograph go different places before they wind up together on the page.

Keep clutter out of the picture; zero in on the people or the major point of interest and make sure that any objects in the picture are clearly identifiable.

Don't ask for "check passing," "award presentation," or "signing" pictures, if you can help it. Newspapers don't like them because they are dull and static.

Children's activities and animals remain favorite subjects. (Photographers will almost always come out for a picture of a pet show for example!)

Action is the name of the game for a good picture.

Always provide names and facts with your pictures even if a separate release is furnished. This short paragraph, a "cutline," should be submitted with your photo on a separate half-sheet of paper.

Ask the photographers what they want. They may seem a bit less communicative than reporters, but try to do it their way.

If you are interested in learning more about photography, take a course in it or ask a local photographer or photo shop if they will give a talk at the library on the subject. Current interest in it should bring good attendance, and meanwhile you will be learning about photography. Also check your library shelves for reading material on it.

Radio and TV

Radio and television reaches more people than newspaper coverage, so consider the following questions if you wish to mail program information to them:

1. Is there some aspect of the program that gives it more than local neighborhood appeal -- the reputation of the speaker, uniqueness of event or the subject matter, timeliness?

2. Could your library handle more persons in addition to the number you ordinarily draw?

If your answer to these questions is yes, remember radio stations are required by FCC regulations to provide free air time for Public Service Announcements (PSA's) for public service institutions. Since they generally look favorably on public libraries, they are usually happy to receive your information for a special PSA or for their "calendar of events." See the following example.

A PSA to be announced individually might be of a general nature, such as "The library is free to all and has information and books catering to all interests."

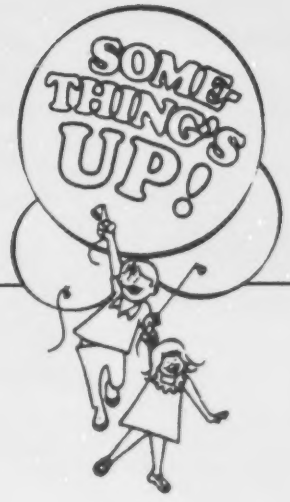
1. PSA's should be 10, 20, or 30 seconds long. One of each length should be written and submitted at least one month prior to the desired broadcast time. For television, a high quality photo slide relevant to the announcement should accompany the PSA.

2. An announcement of a specific program for a "calendar of events" should be submitted at least one week prior to the desired broadcast. Abbreviate your newspaper release; the first paragraph with all pertinent information should be sufficient.

3. Type in the left hand corner of the envelope "ATTN: PSA enclosed" or "ATTN: Calendar of Events" to direct your announcement to the correct person at the station. It is not absolutely necessary to know his or her name.

4. If news releases, as opposed to PSA's, are being sent to radio stations, remember that <u>immediacy</u> is the important factor. A phone call to a television station news editor for that extra special event is the most effective communication, but only the most unusual program will lure the TV cameras to your library.

LSCA Children's Programming Project



May 10, 1978

PSA RADIO SPOTS

Release date: June 1 - June 10, 1978
From: Ho Baron, Public Relations
353-3595

PUBLIC SERVICE EDITORS AND DIRECTORS: Please consider the below public service announcement for inclusion in your broadcasts as schedules permit. Thank you very much.

The southeastern Delaware County public librarians are coming to MacDade Mall on Saturday, June 10. They're bringing with them the Segal Puppets and Cueball the Magic Clown. It's a program headed for fun, and it's free for kids of all ages.

(10 seconds)

# # #

The southeastern Delaware County public librarians are coming to MacDade Mall. What they are selling is free, and it's a push for summer reading. They'll have with them Cueball the Magic Clown and the Segal Puppets, and kids of all ages are invited to the fun. The programs are on Saturday, June 10 at 1, 2, and 3:00 at MacDade Mall. It'll be a ball, say the librarians, and they're hoping to see you there.

(20 seconds)

# # #

MARPLE PUBLIC LIBRARY BROOMALL, PA 19008 ☎ 353-3595

Flyers -"so that he who runs may read"

The printed materials a library distributes publicizing hours, programs, services and history must look professional to project a positive image. Although printers will layout flyers for a $10 - $20 fee, the library employee can produce a simple and lively flyer with a few sheets of pressure sensitive letters, a blue pencil, ruler, rubber cement, clip art and two hours of play and patience.

1. When creating a flyer design, consider that the eye is trained to travel in a left-to-right movement. Over a page the movement flows in the pattern of a large reverse "S."

2. After the concept is roughly drawn, choose the appropriate lettering. Don't use more than three type faces and vary lines by mixing all capitals, capitals and lower case letters, and all lower case letters. Don't arrange words vertically as they are very difficult to read; flyers should be easily read. Check to make sure you have all the correct information, who, what, where, when, and age limitations, if any.

3. Press your letters carefully and evenly along a blue-ruled line. Blue is used because the printer's camera "sees" it as white; it will not appear on the final copy. Individual letters should almost touch, and a space no larger than the size of an "I" should separate each word.

4. Individual phrases are cut out and arranged on the page with the art work. Glue each piece with rubber cement. Measuring ensures straight lines. Excess cement can be carefully rubbed away after it dries.

5. This "camera-ready" copy can be offset by a "quickie" printer (500 8½" x 11" sheets - less than $10). The same layout can be mimeographed if the library has access to an electronic stencil cutter and mimeograph machine. Offset printing gives a more finished look.

> If a half-sheet flyer is designed, it can be printed "two-up," that is, two per page, thus producing twice as many flyers for approximately the same price.

For jobs that require perfection and are not rushed, use a regular printer who has a large selection of papers, inks, and who will do a more careful job.

6. Some added hints on printing are:

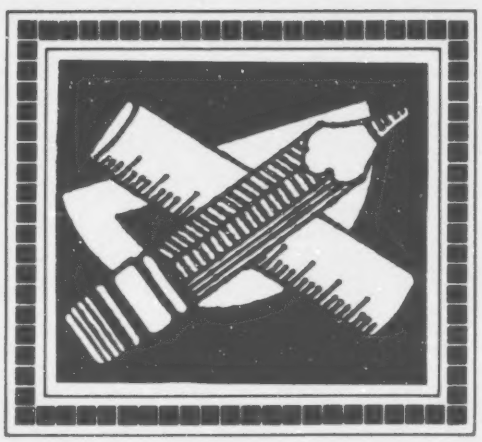
For inexpensive clip art, mail $3 to Mead Paper Co., Courthouse Plaza Northeast, Dayton, Ohio 45463.

If you xerox art from a library book and clip it for your layout, credit your source with a miniature note at the foot of the page.

For borders to highlight your message, use a simple line frame drawn with pen and ruler. For more elaborate borders, the $17.50 Library Border Book is available from Parrot Graphics, Box 687, Bloomfield, N.J. 07003.

When typing information for use in flyer layouts, place a sheet of carbon paper, carbon side up, behind the sheet being typed, for a sharper image.

For printing posters, Press Publishing of Drexel Hill might be consulted. Poster printers are difficult to locate because of the size of press needed for the job. Roughly 200 posters can be printed for less than $100.



Getting into your Schools

Schools are your major channel in reaching local children, and contacts there are essential to an effective public relations campaign. The following guidelines will help to ensure smooth and clear communications:

1. If necessary, get permission from the district office or superintendent to enter the schools in your service area.

2. Personally introduce yourself to the principals, secretaries, school librarians and teachers.

3. When giving library talks in schools, use a gimmick, such as a puppet or just a hat, to emphasize the entertaining aspect of your public library.

4. Describe the library to the students and explain how to get a library card.

5. Invite teachers to bring their students to tour <u>your</u> library.

6. In addition to hanging posters on school bulletin boards, in the school library and in classrooms, distribute flyers via the school librarian and teachers. If not enough flyers were printed for every child, single copies can be stuffed in teachers' mailboxes for classroom display and discussion.

7. Ask the principal to announce your programs over the PA system the day before and the day of your program.

8. Write articles for the school newspapers, PTA publications, or for a district-wide newsletter. Know when they "go to press."

9. Publicize the library news and programs on school menus.

10. If your program is specialized, invite the appropriate audience in person. For example, briefly visit art classes to describe an upcoming crafts program.

11. Talk with the school staff to learn what special programs they are offering, to avoid duplication of programs and time conflicts.

Publicity Outlets

Distribution points for posters, flyers and brochures:

1. schools, school libraries, classrooms
2. banks
3. stores, especially those catering to children
4. laundromats
5. supermarkets
6. church bulletin boards
7. community centers
8. train stations
9. playgrounds
10. swimming pools
11. skating rinks
12. fast food restaurants
13. baseball fields
14. YOUR LIBRARY

Check your community profile for other locations. Look around your community for places where children congregate to prominently display your materials.

Media:

1. radio stations
2. newspapers - feature articles, brief releases, and listings in Community Calendar columns
3. television for special events
4. organizational newsletters

9/Special Collections

Circulating Toys

It's not as difficult as you think. Nor is it frivolous, expensive or hard to justify. Here are brief suggestions for implementation. Complete details can be found in resources listed below.

I. PROPOSAL

Propose your idea and rationale to the director (and library board). Along with standard services objectives, include two pertinent to toys:

1. to encourage the child's development of motor, verbal, perceptual and spatial skills as a necessary preparation for reading.

2. to foster parent-child involvement and interaction when experiencing the library's learning resources.

Include in the rationale your simplified procedures for cataloging, processing, storage and circulation.

1. Cataloging can take three approaches:

   a. accession-call number classification with title and subject in card catalog, which provide stimulus for patrons to seek related resource materials;

   b. illustrated browsing catalog arranged by accession-call number in a looseleaf binder format and kept at the circulation or children's desk;

   c. classify according to non-print guidelines such as those found in Riddle & Lewis's Non-Book Materials, ALA, 1973.

2. Processing includes tagging each toy with call-number (marking large puzzle components to match), and typing book cards with # and title to be permanently housed at circulation desk files.

3. Don't worry about space. Barbara Shertz of Wolfsohn Public Library reports 80% of toys in constant circulation and reserves running high. Storage has many alternatives:

   a. plastic imprinted bag doubling for circulation,

   b. plastic boxes for shelving/stacking smaller items (dominoes),

   c. remnant material bags hung by hooks in order by tag #. Invite parent involvement. Volunteers will stitch up a "carry-all."

4. Circulation should be identical with book loan period. With high demand, limit loans to one week like best-sellers. Don't require parent signature cards for toys circulated by children. Parents have usually signed already for membership. Be prepared with an overdue fine policy including shelf-list replacement costs for lost or damaged items. Toy loss will be minimal and missing pieces realistically chalked up as wear-and-tear like dog-eared pages on a book. Weed the toy when it loses its usefulness.

II. SELECTION

Now comes the fun part. First write for manufacturers catalogs, then base primary selections on:

well-defined selection criteria
specific (and limited) age group & needs
recommended suppliers and current costs
successful toys in other public libraries
monies available to initiate collection
purchases planned for late August-Sept.-Oct.
(toy manufacturers are out of stock between Christmas and Spring)

1. <u>Selection Criteria for Toys</u>

What is a "GOOD" toy?

<u>It is safe</u>. A safe toy is too large to be swallowed, has no small detachable parts, will not break easily, has no sharp edges, is not put together with exposed pins or wires, is not made with glass or brittle plastic, is labeled non-toxic or has no painted surface, and has no parts to catch hair or pinch fingers. Check for labels

such as "non-flammable" or "flame resistant" as well as for washability and use of hygienic materials. Check toys against the Consumer Products Safety Commission's "Fact Sheet" or call toll-free 800-638-2666.

It is durable. Generally plastic and tin are least durable and wood and sturdy metal the most durable. It should be able to last until the child has exhausted all of its play possibilities. There should not be parts intended for one-time use such as score cards. Color should relate to design and function, not as useless decoration. Too many colors are too confusing.

It is child operated. Play should be in the child, not in the toy. Avoid the battery/electric operated toys as there is little the child can do other than watch. A cardboard box has more play value in being child operated. The box is abstract and requires more creativity of the child. If there is a mechanism involved, it should be visible to the child and show a simple procedure.

It is fun. The toy may be educational but if not fun, it is not a good toy. Some items may be of immediate fun but the fun should be long lasting. Remember the child's point of view.

It should be suited to the child. The age and stage of development should be taken into consideration. So should the likes and dislikes. Some toys are great for one age and frustrating for another. Is the child ready for this toy?

It has value. One value is that the life and use of toy justifies the cost. Other values include what it can do for the child such as involvement actively and creatively. It should be related to the experiences of the child or provide new experiences of some potential value.

Children do not need many toys but they do need different types of toys just as they have need for different types of experiences. Such experiences include social, mental, emotional, physical, and sensorial.

2. Toys and Learning Materials by Age

This list is arranged by beginning interests only. Many listed items will continue for several years.

These are not to be the only items nor should all be given to every child. Use this list as a reference as to the typical interests of children in broad age groups.

Birth to Nine Months

Music boxes	Wind chimes	Crib toys
Mobiles	Rattles	Folksongs
Cloth books	Posters	

Nine Months to One Year

Door swing	Balls	Clothes pins
Nesting toys	Stacking toys	Books
Tambourine	Bath toys	

One Year to Eighteen Months

Push/pull toys	Story records	Riding toys
Nursery rhymes	Toy broom etc.	Large blocks
Books	Small boxes	

Eighteen Months to Two Years

Pounding toys	Sand play toys	Animals/ark
Small doll	Wading pool	Poetry records
Books	Swing set	

Two to Two and Half Years

Baby dolls	Water play	Telephone
Puzzles	Rocking horse	Play dough
Egg beater	Books	Laundry toys
Carriage/wagon	Music toys	Transport toys

Three Years

Art materials	Dress-up dolls	Picture lotto
Lacing toys	Numbers/letters	Clay/play dough
Playground equipment	Sled	Large trucks
	Guessing games	Books

Four Years

Puppets	See-saw	Typewriter
Doctor kits	Sewing cards	Building toys
Color sorting	Magnets	Magnifying glass
Gardening tools	Mirrors	Books

Five Years

Clocks	Puppets	Tools
Measuring sets	Pulleys/rope	Construction toys

3. Recommended Suppliers

Childcraft Educational Corp.
964 Third Avenue
New York, N.Y. 10022

Milton Bradley Co.
P. O. Box 1581
Springfield, Mass. 01101

Community Playthings
Rifton
N. Y. 12471

Creative Playthings
Princeton
N. J. 08540

Dick Blick
P. O. Box 1267
Galesburg, Ill. 61401

J. L. Hammett
Hammett Place
Braintree, Mass. 02184

HB Instructional Materials, Inc.
21 Audio Lane
New Haven, Conn. 06519

Baker & Taylor Learning Materials
Gladiola Ave.
Momence, Ill. 60954

Children's Music Center
5373 W. Pico Blvd.
Los Angeles, Ca. 90019

Mountain Craft Shop
Route 1
Proctor, W. Va. 26055

Skill Development Equipment
1340 N. Jefferson
Anaheim, Ca. 92806

Vermont Wooden Toy Co.
Old High School Bldg.
Waitsfield, Vermont 05673

World Wide Games
Box 450
Delaware, Ohio 43015

Wiff'n Poof
1490 South Blvd.
Ann Arbor, Mich. 48104

Freemountain Toys, Inc.
& The Vegimals
Bristol, Vermont 05443

Playskool, Inc.
4501 W. Augusta Blvd.
Chicago, Ill. 60651

Child Guidance Toys
Questor Education Products Co.
200 Fifth Avenue
New York, New York 10010

Fisher-Price Toys
606 Grand Avenue
East Aurora, N. Y. 14052

The following company is a well-known supplier of art materials, toys, learning games, musical instruments, and playground equipment. Their catalog specifies play ages plus related skill development for each toy.

Novo Educational Toy & Equipment Corp.
124 West 24th Street
New York, N. Y. 10011

Sending for catalogs from the above companies will be a way to begin your toy acquisition/ selection file. Ask to be placed on a mailing list for a current collection, or revise each year and request new catalogs because nothing is more exasperating than spending time on selection only to find that the item is no longer available. Request two copies so you have a source of pictures for a display catalog for patrons to browse through.

Two suppliers of materials for circulation and storage procedures are recommended by the Media Library for Pre-schoolers, Erie, Pa., as follows:

Mericana 94 Long Beach Rd. Island Park, N. Y. 11558	Plastic tote bags with imprinting for taking & returning materials
Tri-State Plastic Molding Box 337 Henderson, Kentucky 06880	Plastic boxes useful for shelving & storage of small or component toys

4. Successful acquisitions in other libraries include:

clutch balls
stethoscope
dressing vests/dolls
rhythm instruments
magnifying glasses
lock box
nesting/stacking toys
color/shape sorter toys
alphabet worm puzzle
sit-on transport toys
building blocks
teach-a-time clocks
flexible mirrors
pounding benches
wood inlay puzzles
wooden telephone
finger/hand puppets
threading cylinders
see-through music box
tactile numbers/letters
simple wood push/pull toys
giant dominoes

USEFUL READING

Buist, Charlotte
Toys and Games for Educationally Handicapped Children

Connecticut Realia Committee
Toys to Go

Gerhardt, L. N.
"Toys and Games: The First Reading Tool" from School Library Journal (April, 1975) pp. 24-7.

"Realia in the Library"
Booklist (Jan. 1, 1977) pp. 671-4.

Swartz, E. M.
Toys that Don't Care

USEFUL RESOURCES

Wolfsohn Memorial Library, 180 Town Center Road, King of Prussia, Pa. 19406. Telephone 215-265-5151. Attn: Barbara Shertz.

Upper Dublin Public Library, Limekiln Pike, Dresher, Pa. 19025. Telephone 215-885-2090. Attn: Charlotte Ferris.

Franklin Lakes Free Public Library, DeKorte Dr., Franklin Lakes, N. J. 07417. Telephone 201-891-2224. Attn: Kathryn Farnsworth.

Erie City & County Library, 3 S. Perry Sq., Erie, Pa. 16511. Telephone 814-452-2333. Attn: Kenneth Sivulich.

Prince George's Co. Memorial Library System, 6532 Adelphi Rd., Hyattsville, Md. 20782. Telephone 301-699-3500. Attn: Edythe Cawthorne.

Puppets for Loan

Much of the rationale and initial procedures for developing a circulating toy collection in your library can be applied to starting a puppet collection as well. Locally, Tredyffrin Library and Radnor Memorial Library have had unqualified successes with their circulating puppets, which are always in demand.

Why consider puppets? If you have ever had puppeteers perform at the library you know that the children are as fascinated by behind the scenes action as they are by the actual play. Children are able to put on different personalities when they play with a puppet, and the possibilities for imaginative, participatory play are limitless. Puppets can also be useful for work with handicapped children who might have visual or developmental problems limiting book use.

If you've tried all the methods for funding listed in "Trouble-shooting," p. 44, with no luck, inquire locally for talented seamstresses who would be willing to donate their time to make puppets. Many of the puppet books in the LSCA collection have complete, specific instructions. Remember that the puppets should be washable, child-sized, sturdy, and above all, attractive to children.

Now for the nuts and bolts of setting up. Following is Ann Schwalb's procedure at Tredyffrin, as documented in the cover story of February 1978's "School Library Journal." Both Tredyffrin's and Radnor's puppets were created by Nancy Renfro's "The Puppet Tree."

I. ACCESSION

Number and name of puppet are written on the manufacturer's label, sewn into the seam. For example, a label might read #47 Snake. The library's name is written either on the label or in an inconspicuous place on the puppet body.

II. SHELFLIST

A scrapbook of photos of each puppet serves two purposes:

1. shelflist
2. catalog, so patrons can make reserves on items which are seldom in the library.

III. CIRCULATION

Puppets are circulated in sturdy plastic bags. Media Storage/Circulation Bags, from Demco, at $1.25 each are used at Tredyffrin. They hold 2 puppets and the initial

order of 50 has proved sufficient for 130 puppets. The bag includes the date due slip and a flyer explaining the service and its rules. Puppets are checked out separately from books. Each has one card on file, arranged by accession number. The puppet file has two sections, "Puppets In" and "Puppets Out." When a child checks out a puppet, the accession number is noted, and the card pulled from the "Puppets In" side. After the borrower signs name and telephone number, the card is refiled in "Puppets Out," after being included in the daily circulation total. Then, when the puppet is returned, the card goes back to the "Puppets In" side.

IV. RULES

Tredyffrin allows puppets to circulate 7 days, 2 per child, 4 per family. A $1 charge is made for repair or laundering. Upkeep is maintained by volunteers and has been minimal.

V. DISPLAY

Hung on clothesline, the puppets make an attractive and inexpensive exhibit. One problem, though, they're rarely in long enough to be admired. An inexpensive puppet theatre stands by for impromptu shows.

This is only one suggestion for a simply-organized puppet collection. Ventura County, California has a more elaborate procedure, requiring parents to sign a permission slip. For more details, see "The Puppetry Journal," September/October 1977.

A puppet collection generates enthusiasm for ongoing programs. Puppet clubs and shows, planned and scheduled by children can develop into Saturday workshops, all of which are newsworth events announcing that your library has something special to offer.

For further information, contact:

Dorothy Carlson
Radnor Memorial Library
110 W. Lancaster Avenue
Wayne, Pa. 19087
215-688-6475

Ann Schwalb
Tredyffrin Public Library
582 Upper Gulph Road
Strafford-Wayne, Pa. 19087
215-688-7092

Catalogs and information for ordering puppets are available from the following sources:

Douglass Company, Inc. Keene New Hampshire 603-352-3414	"Cat in the Hat" and "Sam I Am" are the highlights.
Eve Stone 1806 Moonlight Drive Akron, Ohio 44312 216-644-5629	Beautifully hand-made puppets. Very expensive, not suitable for loan but you might want to consider for library use.
Happy Hollow Puppets, Inc. 324 Zorn Avenue Louisville, Kentucky 40206 606-893-7806	Reasonably priced, custom-made puppets including Winnie-the-Pooh, Punch & Judy and folk tale characters.
Nancy Renfro 1117 W. 9th St. Austin, Texas 78703	Sturdy and attractive hand, and finger, puppets, made for library use.
Playful Puppets, Inc. 9002 Stoneleigh Court Fairfax, Va. 22030	15" mouth puppets, mid-priced.
Possum Trot P. O. Box 249 McKee, Kentucky 44047 606-287-7177	Animal puppets in a variety of styles.
Local representative:	Steve Miller Associates 591 Kismet Road Philadelphia, Pa. 19115 215-676-9776

Puppet Factory 160 South Whisman Rd. Mountain View, Ca. 94041 415-967-7748	"Muppet" type puppets. Inexpensive.
Reeves International, Inc. 1107 Broadway New York, N. Y. 10010 212-929-5412	Very expensive, German made "Steiff" and "Kersa" brands.

Other information sources:

Toy Manufacturers of America 200 5th Avenue New York, N. Y. 10010 212-675-1141	Maintains a comprehensive listing of other companies who make puppets.
Puppeteers of America, Inc. c/o Mr. Don Avery 2015 Novem Drive Fenton, Missouri 63026	National organization. Their Puppetry Journal often carries ads for puppets.

USEFUL READING

Batchelder, Marjorie
The Puppet Theatre Handbook

Chernoff, Goldie
Puppet Party

Emberly, Ed
Punch and Judy

Engler, Larry
Making Puppets Come Alive

Luckin, Joyce
Easy-to-Make Puppets

Ross, Laura
Handpuppets

Snook, Barbara
Puppets

10/LSCA Professional Collection

These books were purchased with LSCA funds for use by Delaware County Libraries Association members. Emphasis is placed on programming ideas and public relations techniques. Housed at Marple Public Library, the titles are available for immediate loan.

Alkema, Chester Jay. The Complete Crayon Book. Sterling, 1969.

Just what the title says - every conceivable way to use crayons in art projects.

Alkema, Chester Jay. Creative Paper Crafts in Color. Sterling, 1967.

Lots of possibilities here for inexpensive craft programs. Hat-making section especially appealing.

American Library Association. Directions for Library Service to Young Adults. 1977.

Overview of general goals for young adult library work including brief bibliography of related titles.

American Library Association. Mixed-means Programming with Young Adults. 1970.

Films, records and books to attract young adults.

American Library Association. The New Copyright Law: Questions Teachers and Librarians Ask. National Education Association, 1977.

Question/answer format covers new rules, including copier use.

American Library Association. Public Relations pamphlets, 1977.

Five brief pamphlets covering printing, programming and working with the media.

Anderson, Benny E. Let's Start a Puppet Theatre. Van Nostrand, 1973.

From this Danish import come directions for constructing puppets and theatres.

Angoff, Allan. Public Relations for Libraries; Essays in Communications Techniques. Greenwood Press, 1973.

Selection of writings, chapters 4, 6, and 12 being of special interest.

Anderson, Paul S. Story Telling with the Flannel Board, 2 vols. T. S. Denison, 1970.

Good sources of patterns for flannel board figures, to be used with traditional folk tales or modern picture books.

Arnold, Arnold. Your Child's Play; How to Help Your Child Reap the Full Benefits of Creative Play. Essandess, 1968.

Although geared to the parent, there are specific chapters which are applicable to librarians - discussion of toys and of reading materials.

Association of Children's Librarians of Northern California. Pre-school Story Time for Children Ages 3-5, 1976.

Pamphlet covering basics of storyhours with brief bibliography of stories, records, poetry collections & finger play titles of special interest.

Baker, Augusta and Ellin Greene. Storytelling: Art and Technique. Bowker, 1977.

Excellent manual on storytelling, with suggestions for selection, preparation and presentation. Useful list of stories suitable for various ages is included.

Baskin, Barbara H. and Karen H. Harris. Notes from a Different Drummer; A Guide to Juvenile Fiction Portraying the Handicapped. Bowker, 1977.

Critical annotations leave no doubt about the authors' opinions of the varied quality of the books discussed. Introductory material covers a historical overview and use of materials portraying the handicapped. Title & subject indexes.

Baskin, Barbara Holland and Karen H. Harris, eds. The Special Child in the Library. American Library Association, 1976.

Anthology of articles covering library service to the mentally and/or physically handicapped child. Physical surrounding, choice of materials and their use and additional resources are discussed.

Baeckler, Virginia and Linda Larson. Go, Pep and Pop! 250 Tested Ideas for Lively Librarians. Unabashed Librarian, 1976.

Attractive compilation of novel programming ideas, for children and adults.

Barnaby, Ralph S. How To Make and Fly Paper Airplanes. Scholastic, 1968.

Simple explanation of aerodynamics followed by illustrated instructions for making several varieties of paper airplanes.

Batchelder, Marjorie. The Puppet Theatre Handbook. Harper, 1947.

Classic volume of all aspects of puppetry from puppet-making to play production.

Bauer, Caroline Feller. Children's Literature. Oregon Educational and Public Broadcasting Service, Campus of the Air, 1976.

Text originally developed as study guide to be used in conjunction with a televised course on children's literature at the University of Oregon. Bibliographies of different types of children's literature are interspersed with discussion on book selection, historical background, and introducing books to children.

Bauer, Caroline Feller. Handbook for Storytellers. American Library Association, 1977.

Superb source book and reference tool for planning storyhours. Also additional information on other media. Larger libraries should consider purchase.

Bernstein, Joanne E. Books to Help Children Cope with Separation and Loss. Bowker, 1977.

Following a discussion of bibliotherapy, Bernstein annotates over 400 books, by subject noting interest and reading levels.

Blount, Margaret. Animal Land; The Creatures of Children's Fiction. Morrow, 1975.

A tour through the land where animals speak and lead the sorts of lives humans do. Can be used as a resource for book-talking on titles with animal themes. Included are historical tidbits along with insights on popular titles, such as Winnie-the-Pooh and the Narnia stories as well as more obscure older works.

Boyle, Deirdre. Children's Media Market Place. Gaylord Professional Publications, 1978.

Directory of sources for locating children's films, books, magazines. Includes list of federal grants available for children's media.

Bramall, Eric. Expert Puppet Techniques; A Manual of Production for Puppeteers. Plays, Inc. 1963.

Originally published in Britain, this is geared to the master puppeteer in its attention to staging, manipulation, lighting and actual performance.

Broadman, Muriel. Understanding Your Child's Entertainment. Harper, 1977.

Discussion of what constitutes quality or shoddy entertainment. Of particular interest to librarians in their evaluation of program content.

Buist, Charlotte. Toys and Games for Educationally Handicapped Children. C. C. Thomas, 1969.

Useful source book for those developing circulating toy collections. Lists of toys, manufacturers and age suitability will serve as starting point for a toy collection. Index of manufacturers with addresses included.

Butler, Francelia. Sharing Literature with Children. David McKay, 1977.

A source book on fine literature, with selections of plays, poems, prose and critical essays.

Canner, Norma. ...And a Time to Dance. Plays, Inc., 1975.

Description of a dancer's use of creative movement with mentally retarded children, also adaptable for use with pre-schoolers. Many photographs.

Cardozo, Peter. The Second Whole Kids Catalog. Bantam, 1977.

New edition of the 1975 title (see below).

Cardozo, Peter. The Whole Kids Catalog. Bantam, 1975.

A book full of recommendations for other books describing activities for children.

Carlson, Bernice Wells. Act It Out. Abingdon, 1956.

Ideas for acting, written for children but applicable to library programs. Acting with puppets is also discussed in detail.

Carlson, Bernice Wells. Funny Bones Dramatics. Abingdon, 1974.

Riddles, jokes, skits, plays guaranteed to get a laugh.

Carlson, Bernice Wells. Let's Pretend It Happened to You: A Real-People and Storybook-People Approach to Creative Dramatics. Abingdon, 1973.

Carlson emphasises creative dramatics with pre-schoolers and early elementary age children. Along with the 11 simple stories are specific suggestions for acting out each one.

Carlson, Bernice Wells. The Right Play for You.
Abingdon, 1960.

A collection of short plays with suggestions for staging and adapting the cast.

Carlsten, Marcia. A Potpourri of Programs.
Mideastern Michigan Library Cooperative, 1977.

Brief descriptions of Library programs across the U. S., with addresses of contact persons for further enquiry.

Chambers, Aidan. Introducing Books to Children.
Heinemann, 1973.

English schoolteacher's practical tips and reflections on bringing books and children together.

Chambers, Dewey. The Oral Tradition: Storytelling and Creative Drama. Wm. Brown Co., 1977.

Especially good if you feel you must justify and set this up as an educational experience. Written with the storyteller-educator in mind. Very teacher oriented.

Cheifetz, Dan. Theatre in My Head.
Little, Brown, 1971.

Useful mostly for its inspirational qualities. It is an account of a thirteen week workshop conducted for a group of center city youngsters. Along with excellent ideas for games and creative drama exercises, this book gives you some insight into the joy that can come from such experiences.

Chernoff, Goldie Taub. Puppet Party.
Walker, 1971.

Brief, brief descriptions of simple puppets to make, with clear instructions.

Cole, Ann. I Saw a Purple Cow.
Little, Brown, 1972.

Great asset in planning craft activities for pre-school storyhours.

Cole, Ann. A Pumpkin in a Pear Tree, Creative Ideas for Twelve Months of Holiday Fun. Little, Brown, 1976.

A valuable resource for holiday programmers. Games, crafts, displays are arranged chronologically by holiday. Directions are given for making a Haunted House, an Advent Calendar, even paper flowers for May Day. Includes ideas for American Indian Day, Jewish Holidays, Mother's & Father's Day, & Martin Luther King's birthday.

Community Service Directory.
Delaware County Area Health and Welfare Council, Inc.
Media, Pa., n.d.

The Health and Welfare Council has compiled a listing of local human service organizations, arranged by subject with title and geographic indexes.

Croft, Doreen and Robert D. Hess. An Activities Handbook for Teachers of Young Children, 2nd ed. Houghton-Mifflin, 1975.

Easy art, science and math programs outlined for use with pre-schoolers.

Cullinan, Bernice E., ed. Literature and Young Children.
National Council of Teachers of English, 1977.

Anthology of essays aimed at those who introduce literature, in all its forms, to children.

Dean, Audrey Vincente. Make a Prehistoric Monster.
Taplinger, 1977.

Create a summer reading club mascot with the ambitious directions for making exotic dinosaurs such as Rhamphorhynchus and Glyptodan.

Delaware County Today, 1977 edition, Media, Pa.
Carl E. Mau.

Compendium of Delaware County facts and figures, updated annually. A must for reference and publicity.

Dorian, Margery. Telling Stories Through Movement.
Fearon, 1974.

Suggestions are given for using creative dramatics techniques with specific stories such as Rosie's Walk, The Snowy Day, and "Elsie Piddock Skips in Her Sleep."

Dreyer, Sharon Spredemann. The Bookfinder; A Guide to Children's Literature About the Needs and Problems of Youth Aged 2-15.
American Guidance Service, Inc., 1977.

Exceptionally useful in reader's advisory work, split page layout allows user to refer to books without losing place in index.

Dunning, Stephen, ed. Reflections on a Gift of Watermelon Pickle ... and Other Modern Verse. Lothrop, 1967.

Beautiful selection of poems by modern writers for the older set through YA.

Durland, Frances Caldwell. Creative Dramatics for Children. Kent State University Press, 1975.

Descriptive handbook of planning and using creative dramatics, how to set up rehearsals, direct, and choose suitable materials.

Edsall, Marian S. The Harried Librarian's Guide to Public Relations Resources. Coordinated Library Information Program, Inc., 1976.

Excellent, fairly up-to-date, list of sources for displays, graphics, etc.

Emberly, Ed., illus. Punch and Judy. Little, Brown, 1965.

A basis for your own versions of Punch and Judy shows. Several brief situations are given in dialogue, along with historical information about the puppet play which originated in 16th century Italy.

Engler, Larry and Carol Fijan. Making Puppets Come Alive. Taplinger, 1973.

One-of-a-kind puppet manipulation workbook which covers, in detail, positioning and handling of puppets not described elsewhere. Lots of clear black & white photos accompany simple text.

Ferretti, Fred. The Great American Book of Sidewalk, Stoop, Curb, and Alley Games. Workman, 1975.

Rules for traditional street games are compiled in this attractive paperback.

Fiarotta, Phyllis. Be What You Want to Be! Workman, 1977.

Props for 30 different occupations are described here. Great resource for creative dramatics workshop.

Fiarotta, Phyllis. Pin It, Tack It, Hang It; The Big Book of Kids' Bulletin Boards. Workman, 1975.

Instructions for building and decorating bulletin boards are aimed at individual children but are suitable for library use as well. Read the section on holiday bulletin boards for topical ideas.

Fiarotta, Phyllis. Sticks and Stones and Ice Cream Cones; The Craft Book for Children. Workman, 1973.

Simple, attractive craft ideas, with a chapter on holiday related items.

Fluegelman, Andrew. The New Games Book: Play Hard, Play Fair, Nobody Hurt. Doubleday, 1976.

Descriptions of non-agressive "new games" emphasizing cooperative efforts, suitable for all ages.

Forer, Anne-Marie and Mary Zajac. Library Services to the Mentally Retarded. Altoona Area Public Library. State Library of Pennsylvania, U. S. Office of Education, n.d.

Description of an L.S.C.A. grant to expand library services to mentally retarded persons of all ages. Includes suggestions for storytelling, also appropriate for pre-school storytimes. Materials selection covers books, toys, A-V aids, pictures, puzzles and games.

Foster, Johanna. How to Conduct Effective Picture Book Programs. Westchester Library System, 1967.

Nuts and bolts approach to setting up storyhours. Originally printed as a companion piece to the film "The Pleasure is Mutual."

Fox, Geoff, ed. Writers, Critics, and Children: Articles from "Children's Literature in Education." Agathon Press, 1976.

Challenges & choices implicit in writing for children, evaluation & critiques of children's fiction, and suggested methods of presentation are culled from an international periodical on the best reading of the '70's.

Freed, Alvyn M. T. A. for Tots.
Jalmar Press, 1973.

Ideal sensitivity material for reading aloud to pre-schoolers and stimulating discussions about feelings and behavior. Simply explained are good/bad strokes or "warm fuzzies/cold pricklies" felt by children, and the three TA selves translated into bossy me (parent), thinking me (adult), and feeling me (child). Purchased for a storyhour program series outlined on p. 39.

Freed, Alvyn M. The New T. A. for Kids, rev. ed.
Jalmar, 1977.

Topics, simply explained in T. A. for Tots, are further developed for older children.

Friends of Perry Nursery School. The Scrap Book; A Collection of Activities for Pre-schoolers. Friends of Perry Nursery School, 1972.

Read this one for additional storyhour ideas - there are lots of group-oriented activities listed.

Gaffney, Maureen. More Films Kids Like. American Library Association, 1977.

Catalog of short films which were previewed and appreciated by children. Several participatory programs are suggested with lists of related films.

"Gambit; Selected Strategies for Young Adult Programs" Maryland Library Association, 1973.

Handy and compact guide to all programming with a minute-by-minute checklist that covers every detail of setting up library programs.

Garvey, Mona. Library Displays, Their Purpose, Construction and Use. H. W. Wilson, 1969.

Easily executed display ideas with lettering suggestions.

Georgiou, Constantine. Children and Their Literature. Prentice Hall, 1969.

Overview of children's books by type, such as fantasy, realism, and poetry. Brief annotations follow discussion of the literature and criteria for choosing materials. The 1969 copyright dates some of the materials but many listed are classics.

Gillespie, John T. Paperback Books for Young People; An Annotated Guide to Publishers and Distributors, 2nd ed. American Library Association, 1977.

Directory of U. S. and Canadian publishers and distributors, with a brief list of selection tools reviewing paperbacks.

Gillis, Ruth J. Children's Books for Times of Stress; An Annotated Bibliography. Indiana University Press, 1978.

Guide to specific themes in books - for children ages three through nine indexed by subject, author, title and illustrator.

Gordon, Thomas. P. E. T., Parent Effectiveness Training. Wyden, 1970.

Popular approach to the parent-child relationship.

Grayson, Marion F. Let's Do Fingerplays. Robert B. Luce, 1962.

Standard guide, complete with words, directions and indexes of titles and first lines.

Greater Philadelphia Publicity Guide, 1977. Ambler, Pa., Balset Co., 1977.

Annual guide to local interest mass communications including newspapers, magazines, radio and television stations. Information useful to the librarian handling public relations, includes contact person, population reached and deadlines.

Greene, Ellin and Madalynne Schoenfeld, eds. A Multimedia Approach to Children's Literature, 2nd ed. American Library Association, 1977.

Buying guide to non-print materials for use with related books. Materials are geared for pre-school to grade 6. Indexed by author, film title, filmstrip title, record title and subject.

Haislet, Barbara. The Rainbow Book; A Book of Items Children Can Send for Free. Parkway Press, 1977.

Written for children, this list of freebies is also a source for display items & program materials for librarians.

Hawkesworth, Eric. Paper Cutting. S. G. Phillips, 1977.

Step-by-step instructions on paper-folding and its use along with storytelling, a clever gimmick.

Heilmann, Caroline. Creative Summer Programming. Vermont Department of Libraries, 1976.

Although some information applies specifically to Vermont, there are lots of good ideas for small and large libraries.

Hektoen, Faith H. and Jeanne R. Rinehart. Toys to Go; A Guide to the Use of Realia in Public Libraries. American Library Association, 1975.

Most comprehensive and thoughtful guide in print for setting up a toy collection in your library.

Hill, Janet. Children are People; The Librarian in the Community. Crowell, 1973.

A British children's librarian discusses book selection, programming and commitment to the profession.

Holley, Barbara Ann, ed. Directory of Libraries and Information Sources in the Philadelphia Area (Eastern Pennsylvania, Southern New Jersey and Delaware), 14th ed. Philadelphia, Special Libraries Association, 1977.

Alphabetical listing of area information resources with collection descriptions and networking systems.

Howard, Vernon. Pantomimes, Charades and Skits. Sterling, 1974.

Introduction to mime for children. Suggestions could be used in a creative dramatics workshop.

Hurlimann, Bettina. Seven Houses: My Life with Books. Crowell, 1977.

Autobiographical account of an eminent editor & publisher of children's books.

I Read, You Read, We Read. American Library Association, 1971.

Compiled by the Library Service to the Disadvantaged Child Committee, this list is arranged in four age categories. Within each, stories, A-V materials and poems are briefly described. Addresses of film and recording distributors are included.

Iarusso, Marilyn Berg. Stories: A List of Stories to Tell and to Read Aloud, 7th ed. New York Public Library, 1977.

Standard list for storytellers indexed by broad subject areas and author. Briefly discussed are poetry and recordings.

Johnson, Ferne, ed. Start Early for an Early Start: You and the Young Child. American Library Association, 1976.

Collection of articles emphasizing parents' roles in developing children's appreciation of books.

Jones, Linda H. Easy Bulletin Boards for Libraries. T. S. Denison, 1970.

Very basic ideas, geared towards the junior audience.

Jordan, Alice M. Children's Classics, 5th ed. Boston, Horn Book, 1976.

Essay originally published in "Horn Book" defining the classic children's book. Recommended editions, updated by Paul Heins, follow text.

Kamerman, Sylvia E., ed. Children's Plays from Favorite Stories; Royalty Free Dramatizations of Fables, Fairy Tales, Folk Tales, and Legends. Plays, Inc., 1970.

Fifty plays of tales most children already know, such as Snow White, Cinderella, Rumpelstiltskin, with flexible casts so that any number can participate.

Karl, Jean. From Childhood to Childhood; Children's Books and Their Creators. John Day, 1970.

Children's book editor at Atheneum and former Children's Book Council President discusses the creation of children's books, from the author's ideas, through the editorial process, to the published work.

Kidder, Harvey. Illustrated Chess for Children. Doubleday, 1970.

Simple introduction to the game. Use as a guide for a chess tournament.

Korty, Carol. Silly Soup; Ten Zany Plays with Songs and Ideas for Making Them Your Own. Charles Scribner's Sons, 1977.

A collection of plays whose basic humor was culled from folk tales, such as The Wise Men of Chelm. Includes section on music, dance, scenery & props.

Let's Read Together, Books for Family Enjoyment, 3rd ed. American Library Association, 1969.

Annotated bibliography, arranged by subject and reading level, with author and title index.

Lewis, Shari. The Kids-Only Club Book. Tarcher, 1976.

Activities geared just to kids, an insight into attractive summertime clubs the library may want to sponsor.

Lewis, Shari. The Tell It-Make It Book. Tarcher, 1972.

Original stories together with appropriate crafts. For example, after a poem about weaving & knitting, instructions are given for making God's eyes.

Loizeaux, Marie D. Publicity Primer; An ABC of "Telling All" About the Public Library, 4th ed. H. W. Wilson, 1959.

Concise public relations guide - classic in the field, with sound, specific guidelines.

Lowndes, Betty. Movement and Creative Drama for Children. Plays, Inc., 1977.

Sophisticated and educationally-oriented approach, but - if you get really involved in the field, this book offers a lot of ideas and plans for the use of creative drama.

Luckin, Joyce. Easy-to-Make-Puppets.
Plays, Inc., 1975.

Another puppet-making book with patterns outlined on graph paper for easy replication. Patterns for simple marionettes are included.

McCaslin, Nellie. Act Now! Plays and How to Make Them.
S. G. Phillips, 1975.

As well as introducing acting techniques, McCaslin includes suggestions for writing original plays.

Madaras, Lynda. Child's Play.
Peace Pr., 1977.

Directed at organizers of playgroups for pre-schoolers, this manual lists unique ideas for arts and crafts projects, making rhythm instruments from found objects, and creating your own wooden toys.

Marzollo, Jean and Janice Lloyd. Learning Through Play.
Harper & Row, 1972.

Appealing illustrations and layout combined with lots of ideas for pre-school programming make this title a winner. Although written primarily for parents of little children, many of the ideas can easily be adapted for library use.

Marzollo, Jean. Supertot; Creative Learning Activities for Children from One to Three and Sympathetic Advice for Their Parents. Harper & Row, 1977.

Recommended games and toys for pre-schoolers, along with a list of toy suppliers.

Miller, Helen Louise. First Plays for Children.
Plays, Inc., 1971.

Some plays appropriate to the holidays - even one for Book Week. Simple and flexible for any size group.

Morrow, James and Murray Suid. Media and Kids.
Hayden, 1977.

Media is not just A-V equipment but drawing, acting, puppetry, writing and more. Morrow & Suid enthusiastically describe activities encouraging self-expression.

Nelson, Esther L. Dancing Games for Children of All Ages. Sterling, 1973.

Lyrics, music, and precise instruction for using these games in your program make this title worth the browse.

Newsom, Doug & Alan Scott. This is PR: The Realities of Public Relations. Wadsworth, 1976.

A general introduction to public relations, for the specialist. Chapter One's discussion of the purpose of P. R. is applicable to librarians concerned with creating a "library-image."

1977 Directory; Coordinators of Children's Services and of Young Adult Services in Public Library Systems Serving at least 100,000 People. American Library Association.

List of large libraries' children's services persons taken from Bowker's American Library Directory.

Nobleman, Roberta. 50 Projects for Creative Dramatics. New Plays for Children, 1971.

Specific and clear instructions for creative drama. Individual projects are useful for one-session workshops.

Nobleman, Roberta. Using Creative Dramatics Outside the Classroom. New Plays for Children, 1974.

Creative drama ideas for different ages, time slots, and locations. Brief section on working with blind and deaf children.

Olfson, Lewy. You Can Act! Sterling, 1971.

Lots of fun, usable ideas for creative dramatics which can be easily worked into the storyhour format.

Opening Doors for Pre-School Children and Their Parents. American Library Association, 1976.

A valuable bibliography for all who work with children. Along with professional titles are stories, selected toys & suppliers, A-V materials, and storytelling aids.

Philpott, A. R. Dictionary of Puppetry. Plays, Inc., 1969.

Guide to technical, historical and biographical terms of puppetry.

Pereira, Nancy. Creative Dramatics in the Library. New Plays for Children, 1976.

Loads of ideas and alternatives. But don't be put off by her style - you can and should develop your own style and work with it with children.

Play It! Sing It!
Gary Public Library, n.d.

Brief pamphlet of finger plays and singing games for pre-schoolers.

Polette, Nancy and Marjorie Hamlin. Celebrating with Books. Scarecrow Press, 1977.

Suggestions for holiday related programs in the schools lend themselves to public library programming also.

Polette, Nancy. E is for Everybody; A Manual for Bringing Fine Picture Books into the Hands and Hearts of Children. Scarecrow Press, 1976.

Although school-oriented, some activities listed in conjunction with the briefly annotated stories are adaptable to public library story times and programs.

Prentice, Ann E. Public Library Finance.
American Library Association, 1977.

Overall view of types of public library funding, including budgeting techniques.

Pre-School Story Time for Children Ages 3-5.
Association of Children's Librarians of Northern California, 1976.

Helpful hints and stories to tell in your storyhours.

Ravosa, Carmino. Songs Children Act Up For; Singing Games to Introduce Creative Dramatics. New Plays for Children, 1974.

Short collection of words and music for piano and guitar - a possible source of ideas and activities for creative dramatics.

Ring a Ring O' Roses; Stories, Games and Finger Plays for Pre-School Children. Flint Public Library, 1977.

Extensive collection of finger plays, arranged by subject areas, indexed by first line.

Robotham, John S. and Lydia LaFleur. Library Programs: How to Select, Plan and Produce Them. Scarecrow Press, 1976.

Ideas for adult and children's programs.

Rockwell, Anne. Games (And How to Play Them).
Crowell, 1973.

Attractive illustrations and easy-to-follow instructions add to the pleasure in using this book for directions in playing 43 games, some familiar, some not.

Ross, Eulalie Steinmetz, ed. The Lost Half-Hour.
Harcourt, Brace and World, Inc., 1963.

Selected tales for the storyteller, with hints on preparation by the editor.

Ross, Laura. Handpuppets; How to Make and Use Them.
Lothrop, Lee & Shepard, 1969.

Types of puppets include paper-bag, rod puppets for shadow plays and papier mache puppets. Complete scripts of Rumpelstiltskin and a Punch & Judy play are given.

Rudman, Masha Kabakow. Children's Literature; An Issues Approach.
Lexington, Mass., D. C. Heath, 1976.

A guide to the treatment of specific issues, such as siblings, divorce, war, and sex, with annotated lists of children's books dealing with each subject.

Scott, Louise Binder. Rhymes for Fingers and Flannelboards.
McGraw-Hill, 1960.

Including rhymes from foreign lands, these finger plays have illustrations, movement directions, and tips for making finger ring puppets & flannelboard cutouts.

Sharing Literature with Children.
Children's Department Staff, Orlando Public Library, 1977.

Handy manual of books and related activities to encourage children to turn toward books.

Silverstein, Shel. Where the Sidewalk Ends.
Harper & Row, 1974.

A superb collection of poems, long and short, on a variety of topics, suitable for pre-schoolers as well as older children. The introduction poem "Invitation" is a perfect opener for a storytelling session.

Sims, Judy. Puppets for Dreaming and Scheming.
Early Stages, 1978.

Invaluable ideas for puppetry work with children. Instructions for making and using puppets in simple skits.

Smith, Dorothy B. Frizzell and Eva L. Andrews. Subject Guide to Poetry for Children and Young People, 1957 - 1975. American Library Association, 1977.

Supplement to 1957 edition of the same name. Subject headings generally follow Sears List.

Snook, Barbara. Puppets.
Branford, 1965.

Instructions for hand puppets, marionettes, and appropriate stages for use with each.

Spolin, Viola. Improvisation for the Theatre, A Handbook of Teaching and Directing Techniques. Northwestern University Press, 1963.

This classic in the field, now in its eleventh printing, includes a section on "Children and the Theater." Games for use in creative dramatics are described in detail in the chapter "Exercises."

Steinberg, Charles S. The Creation of Consent, Public Relations in Practice. Hastings House, 1975.

A general overview of public relations together with case studies of individual organizations' public relations approaches.

Steiner, Violette G. Finger Play Fun.
Charles E. Merrill, 1970.

More finger plays, for children 2 to 6 years old, with movement instructions. No title index but the table of contents is extensive.

Stueart, Robert D. and John Taylor Eastlick. Library Management.
Littleton, Colo., Libraries Unlimited, 1977.

A theoretical description of library operation, planning and structure. Of specific interest to directors and librarians concerned with the direction and development of their libraries as organizations.

Thomas, Della. A Dime A Dozen; Practical Projects for the School Library, No. 3. Oklahoma State University Library, 1963.

Simple ideas for bulletin boards and posters. Some lettering samples.

Van Orden, Phyllis. The Elementary School Library Collection; A Guide to Books and Other Media, 11th ed. Bro-Dart, 1977.

Annotated bibliography, arranged by Dewey number, useful for collection building. Although geared to school libraries, many titles are suitable for public library purchase.

Viewpoints: An International Sharing of Ideas About Children, Books, and Reading. Kutztown, Pa., Kutztown State College. 1976.

Compilation of essays presented at a 3-day conference by Anne Pellowski, Carolyn Field, Virginia Haviland and other experts in the library and publishing fields.

Wales, LaRae H. A Practical Guide to Newsletter Editing and Design. Iowa State University Press, 1976.

Why's and how's of newsletter production with useful tips on producing a professional looking product.

Wankelman, Willard F. A Handbook of Arts and Crafts for Elementary and Junior High School Teachers, 3rd ed. Wm. C. Brown, 1974.

Craft projects simply explained in various degrees of difficulty.

Ward, Winifred. Playmaking with Children.
Prentice-Hall, 1957.

Considered a standard in the field. Ward's books cover a wide range of the field and have once again a more educational orientation. Excellent sections on Little Children (ages 5-6-7) and Middle Grade (ages 8-9-10). Good as a supplemental resource.

Ward, Winifred, ed. Stories to Dramatize.
Children's Theatre Press, 1952.

To be used in tandem with Ward's Playmaking with Children. Collection of stories divided by age level -- beginner to more advanced -- with hints on how to use them. Excellent source book.

Warncke, Ruth. Planning Library Workshops and Institutes.
American Library Association, 1976.

Step-by-step description of planning -- from determining responsibilities and setting goals to evaluation and checklist of things to be done in advance and on the workshop date.

Warner, Alice Sizer. Volunteers in Libraries.
Library Journal, 1977.

Analysis of volunteers - why they offer their services and what their possibilities are in library service.

Winn, Marie. What Shall We Do and Allee Galloo!
Harper, 1970.

A collection of songs and participation games for young children, including lyrics, score, and simple chords for guitar. Included old standbys, "Old MacDonald," "Eency, Weency Spider," and "I'm a Little Teapot," as well as an assortment of little-known but easy-to-learn songs & games.

Wintle, Justin and Fisher, Emma. The Pied Pipers; Interviews with the Influential Creators of Children's Literature. Paddington Press Ltd., n.d.

Maurice Sendak, Lloyd Alexander, Madeleine L'Engle and Judy Blume are just four of the well-known authors interviewed here. Background material possible tie-ins with book talks.

Wisconsin Department of Public Instruction, Division for Library Services. A Whangdoodle Reading List. 1977.

Example of a cooperative, annotated, reading list for Wisconsin's 1977 reading club.

Wisconsin Department of Public Instruction, Division for Library Services. Wisconsin Library Winners! Children's Book Reviews. 1976.

Reviews by librarians from public and school libraries in Wisconsin. Arranged by author, no index.

Wiseman, Ann. Making Things: The Handbook of Creative Discovery. Little, Brown, 1973; Book 2, 1975.

Easy and not-so-easy crafts.

Yolen, Will. The Complete Book of Kites and Kite-Flying. Simon & Schuster, 1976.

If a kite-building program is in the planning, look at the 35 different kite patterns in Yolen's book, along with a chatty history of kites and kite flying.

Ziskind, Sylvia. Telling Stories to Children. H. W. Wilson, 1976.

Lots of specific ideas for learning stories and telling them to children. The section of poetry is especially useful.